THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

Editor: Ann Howard
AT&T - Room 6124G2
295 North Maple Avenue
Basking Ridge, N. J. 07920
Phone: 201 221-7020

Business Manager: Edward F. Adams
P.O. Box 292
Middlebush, N.J. 08873
Phone: 201 221-5265

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Manuscripts and News Items:
TIP welcomes articles or news items of interest to Society members and subscribers. Especially encouraged are integrative articles or updates on current topics in I/O Psychology, commentaries on professional and practice issues, and articles on the teaching of I/O Psychology and international developments. Manuscripts should be typed double-spaced and be no more than 10 pages in length. Accepted submissions may be edited to meet newsletter requirements. All articles and news items should be submitted to the TIP Editor.

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DEPARTMENTS

A Message From Your President

Dick Campbell

The last issue of **TIP** was an eyecatcher with its blue cover and new logo announcing the formation of the Society for Industrial and Organizational Psychology. Beneath the covers, there was more change. The editorial board sports a number of new pens as well as a new editor. Ann's first issue was a good example of our general push in the Society this year to build on our strengths (thanks Shelly, Mickey, Art, et al.) and stride out into new directions. **TIP** does many things for us, not the least of which is fostering cohesion while recognizing diversity of views. For example, my message focuses on our efforts to become more influential in APA. A few pages deeper in this issue you will come across **Art MacKinney**'s Presidential Address, which raises the question, "Is it time to establish a new national organization in I/O Psychology independent of APA?" That's the kind of healthy tension I like to see in **TIP** and the Society. On to my report on how we're doing with APA.

You did it again! The Society will have five seats on the 1984 Council, which makes it the third largest delegation. Although the detailed results of the apportionment ballot are not available as yet, the Society received 5% of the votes. This impressive showing indicates many of you gave the Society all 10 of your votes. Your excellent support should pump up your Council Reps, **Milt Hakel** (completing his term), **Lyman Porter**, **Don Grant**, **Bob Guion**, **Mary Tenopyr**, and **Frank Schmidt**.

In the last issue of **TIP** you may have noticed in the committee reports that the Society has begun a more intensive effort to improve its representation on APA boards and committees. Representation in these working groups is one of the best avenues available for influencing APA in constructive ways. Much of the action takes place there. Issues are developed, proposals take form, and frequently positions have hardened by the time they reach Council or the Society. Once this momentum has developed, it is difficult and laborious to turn it around if inimical to the Society. On the other hand, there are issues that lie dormant in committees that we wish to see moved to action. Hence, our push to get better representation.

LRP, with the enthusiastic support of Art MacKinney, began stepping up our effort last year. We didn't expect very much in the way of immediate results. We got a late start on the '82 elections, and this is the kind of effort that needs the support and participation of many people for several years before much happens. And the odds are long. Mike Pallak gives the following statistics as typical for APA boards and committees: 1200 are nominated, 100 make the ballot, and 45 are elected.

The 1982 ballot gave us a lift and some reinforcement. The Society had 14 members on the ballot contending for nine boards and committees. Our records are sparse on the matter, but our recollection is that this is the best we have done for some time.

The results of the election became available this week. Society members won seats on six boards and committees! An excellent beginning. **Paul Thayer** will be on the Board of Convention Affairs, **Bob Perloff** will serve another term on the Publications & Communications Board, **Gini Boehm** joins the Membership Committee, **Milt Blood** will be on the Finance Committee, **Leonard Goodstein** was re-elected to CSPEC (the Ethics Committee), and **Mary Tenopyr** becomes a member of the Education & Training Board. Society members elected earlier who will be serving on 1983 Boards and Standing Committees are **Doug Bray**, CSPEC; **Hilda Wing**, Committee on Employment & Human Resources; **Ed Hollander**, Committee on International Relations in Psychology; **Sam Osipow**, Publication Communications Board; and **Milt Hakel** and **Ken Schenkel** on BPA. **Kitty Katzell** continues her term on the Board of Directors. APA and the Society are fortunate that these highly qualified individuals have been elected. I extend, on behalf of the Society, my congratulations and thanks to each of them.

We cannot pause very long for self-satisfaction. Much remains to be done. The Society lacks representation on some boards that are crucial to our interests. While we will strive to remedy that next year, it is unrealistic to believe we will have a Society member on all relevant boards in the near future. We must look below or beyond boards and standing committees. The committees that support APA's boards do much of the work that is relevant to our interests. They serve as feeder pools for parent boards and committees. We have had modest representation on these in the past. Our objective is to get better representation here soon.

There is yet a third avenue available for working more closely with APA, i.e., by appointing liaisons to the boards and committees. APA welcomes the appointment of liaisons, and the Division has appointed some in past years, but not nearly enough. A number of key committees have been identified, and the Society

is in the process of appointing liaisons to them. Several recent appointments were **Susan Jackson** to the Board of Convention Affairs, **Ray Hedberg** to the Committee on Professional Standards (a committee of the Board of Professional Affairs), and **Shelly Zedeck** to the Committee on International Relations in Psychology. The liaison role looks very promising. It has worked well in the past as an early warning system and as a facilitator for input of Society positions on evolving issues. Susan has attended one BCA meeting and informed us of some possibilities for improving the convention for I/O members. Ray is working closely with COPS on the planned revision of the Specialty Guidelines for Delivery of Services by I/O Psychologists (see the questionnaire in the committee section of **TIP**). This latter document consumed a tremendous amount of Executive Committee time and attention the first time around. We're hopeful Ray can keep this on track, and it can be handled with less than the 15 or so drafts required to provide the original document.

A complete listing of Society members who serve on committees and as liaisons will be published in the next issues of **TIP**. Please send me a note if you serve in one of these roles with APA. We'd like to get the list as accurate as possible and work more closely with you.

If you get the feeling I'm optimistic about improving our working relationship with APA, you're right. Plus we have a mechanism for involving more of our interested members in matters that directly affect them and the Society. If you want to help, let **Milt Hakel** or **Joel Moses** (chair of Committee on Committees) know. Meanwhile, I applaud all of the Society members who are serving so well in these important committee and liaison roles.

One final note. Have you seen the six book set, "Studying Organizations: Innovations in Methodology"? Sage Publications released them a few months ago. The packaging is very nice; the content is outstanding. I hope they will be widely read and enhance the membership's interest in our effort to improve the Society's scientific program. More on that later.

Hope you enjoyed the holidays, which I am looking forward to now.

TIP BITS

Ann Howard

Here we go with our second issue of **TIP**, which has proceeded, thankfully, more calmly than our first. Many lessons were learned last time; e.g., did you know the binder cuts the printed pages to align them? There go our margins! We've tried to make compensatory adjustments this time, but there may be more lessons to learn. AT&T's new typesetting equipment is not yet in place, so our type is still a bit fuzzy, but maybe by May we'll be able to dazzle you with our clarity. Please bear with us on this typesetting venture, for it does mean substantial savings for the Society.

Production problems aside, we present the content of **TIP** in this issue with some degree of pride. The new Editorial Board has tried its wings and is flying with style. **Rich Klimoski** and **John Hinrichs** have teamed up for a penetrating look at I/O internships; this month they provide an overview and the corporate perspective, while Part II in a later issue will illuminate the student and faculty points of view. Two probes of organizational life are offered by **Lynn Summers**, who explores stress programs (also in a two-part series), and **David Campbell**, who contemplates the life of a CEO. **Martin Greller** discusses an aspect of professionalism, the donation of I/O services. Meanwhile **Jim Sharf** has expanded his column from EEO Issues to a broader look at governmental actions relating to fair employment. Reporting from Washington, with his new column title of "Fair Employment Developments" (FED), Jim becomes the Roger Mudd of Division 14.

Other contributors also enrich this issue. **Art MacKinney**, adapting his 1982 Presidential address, looks into his crystal ball to forecast professional issues of future importance. **Susan Mohrman** reviews the role of participatory management programs relative to productivity enhancement, and **Greg Huszczo** brings us up to date on how I/O psychologists have surged and lagged in interest in labor unions. Our new series on international I/O Psychology begins in this issue with a disturbing comparison of theoretical developments, Swiss and American styles, by **Peter Dachler**.

These kinds of overviews, "what's new" articles, commentaries, and forward looks define an important role for **TIP**, distinct from the journals, as the Society's newsletter.

Contributions such as thought pieces, speeches, or other interesting gems are most welcome from all readers.

A final note for our students. **Ed Adams** and I surveyed graduate I/O and OB departments this fall in an effort to obtain names of students who would like free copies of **TIP**, continuing our past custom. The response was overwhelming! Counting our student affiliates, there are more than 1000 students who would like to receive **TIP**! Since we presently print only 3000 copies, we simply couldn't accommodate the demand. After consulting with some officers of the Society, we decided to continue sending free **TIPs** to official student affiliates, but this left only one reference copy for each academic department. We deeply regret the shortage; naturally, we'd like everyone to read **TIP**! We will seek a long-range solution to the problem with the Executive Committee.

NEWS AND NOTES...

On November 8, 1982, the Trustees of Bowling Green University conferred the rare honor of University Professor on **Bob Guion**. A dinner and ceremony celebrated the honor, and Bob made an invited address entitled "Fairness and the Determination of Merit". Also in November, **Bill Byham** was elected President of Instructional Systems Association, an organization of entrepreneurs in the training program field.

Fred Herzberg was honored in September with the naming of The Frederick Herzberg Training Center, part of Alpha Therapeutic Corporation and Green Cross Corporation of Osaka, Japan in Los Angeles. The center is to provide employees with "the proper environment for learning and self-motivation". **Marilyn Machlowitz** was one of two writers receiving a 1982 APA Award for newspaper reporting. The award is one of APA's National Media Awards for outstanding performance in communicating psychology to the public.

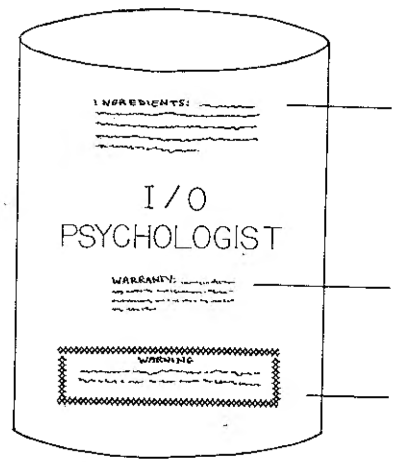
Virginia Schein was invited by two British organizations to present two seminars in London in November. **Merri-Ann Cooper** and **Sidney Fine** will lead a project team to develop selection tests for Special Agents under a contract awarded by the FBI to the Advanced Research Resources Organization (ARRO) of Washington. In another recent ARRO contract, awarded by the Army Research Institute, **Ed Fleishman** will be part of a project staff to investigate leadership job dimensions and competency requirements for commissioned and non-commissioned officers.

Several Society members have made recent career changes. **R. Stephen Wunder** has assumed responsibilities at Exxon from the retiring **Paul Sparks**, and **John E. Newman** has joined McNeil

Pharmaceutical in Spring House, Pa. in the newly created position of Director of Organizational Development. **Thomas H. Brittain, Jr.** is now Vice-President of Human Resources of Southern Union Co. in Dallas.

The AT&T Human Resources Deparment psychologists are now at 295 North Maple Avenue, Basking Ridge, New Jersey 07920. Room and telephone extensions for **Dick Campbell** and me are on the front and back inside covers; for others, the AT&T Mail Department will find the person, or call the general information number: (201) 221-2000.

THE I/O PROFESSIONAL



INGREDIENTS: Expertise in personnel selection, performance appraisal, organization development, etc.; ethical and professional conduct.

WARRANTY: License, ABPP, Fellow, Ph.D., Graduate Training Guidelines, Specialty Guidelines, CSPEC

WARNING: Practice potentially restricted by actions of other psychologists.

Some challenges and controversies of the professional side of I/O Psychology are considered in the next three articles. Past-President Art MacKinney addresses the "Warning" label by identifying three ongoing problems and suggesting future actions for their resolution. Meanwhile ABPP struggles with the "Warranty", drawing on I/O expertise in the process. Martin Greller notes a little-attended "Ingredient", that of donation of professional services.

PROFESSIONAL ISSUES FACING I/O PSYCHOLOGY

By ARTHUR C. MACKINNEY

This paper is an adaptation of Dr. MacKinney's Division 14 Presidential address, August, 1982.

Recent years have been exceedingly challenging for Division 14. We have experienced a series of trying difficulties forced on us by outside influences, and the history of the Division in my memory has been very substantially influenced by our attempts to resolve these problems. The theme of this paper is an examination of these problems and their possible solutions.

In general, I judge that the Division has responded to our problems in an effective and positive way. More often than not, we have managed to meet these challenges and either deflect or nullify actions that would, if implemented, have had some very serious negative effects on our profession. Considering that we represent only a 4% minority of the APA membership, these achievements become even more impressive. I believe that we have every reason to be optimistic about our future both as a profession and as an organization if we can maintain this momentum and make vigorous response to the challenges as they come. Even more importantly, we must seize the initiative in *preventing* the development of at least some of them.

Remaining Problems

In my judgment, there are three problems facing I/O psychology that lead all the rest in their potential for mischief.

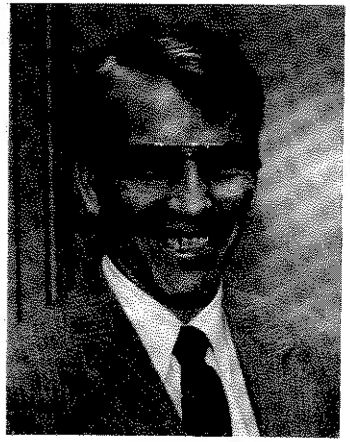
Problem 1: Our profession exists in the context of an APA heavily dominated by health-care practitioners. I believe that this is perhaps the fundamental difficulty I/O Psychology faces today. I noted earlier that we are but 4% of the members of APA and, of course, it is entirely possible that if one were to tally all psychologists in the U.S., our proportion would be lower still. This simple but compelling demographic fact seems to be at the root of most of the nettlesome issues we face as a profession. Let me illustrate.

In 1979, the Division was forced to respond to a very ill-conceived proposal from the APA Committee on State Legislation (COSL) that if enacted would have placed legal requirements on our members that were clearly inappropriate. Thanks to the exceptional efforts of then-President John Campbell, that proposal was beaten down and the 1967 model legislation remained in effect. More recently, the Division was forced into developing Standards for Providers of Service that we didn't want and that we felt were inappropriate for I/O Psychology. But it was concluded that something worse would have been forced upon us if we hadn't acted. In yet another example, an APA task force proposal in regard to accreditation criteria, which was neither approved nor enacted, was applied by AASPB in ways that we regard as inappropriate for I/O Psychology.

In 1981-82, during my term of office as President, there were two initiatives from the APA Board of Professional Affairs (BPA) that could have been major problems for us. The first dealt with a proposal for the recognition and re-recognition of specialties in psychology. Thanks to some strong and concerted action, we hopefully influenced the latter notion in particular. The second has received a lot of attention and vigorous reaction from us, but the outcome remains in doubt. I refer to the BPA proposal to allow psychologists to use physical interventions. Our strongly negative opinion has been filed, but we await the outcome.

You can immediately see that the main point in all this is that Division 14 has had to continually fend off proposals from this or that source in APA that we regard as inappropriate or worse. That problem has not abated in recent years.

I should insert here the caveat that in my judgment we are not dealing with problems arising from malicious motives. I believe that what we face are actions from various APA committees and boards reflecting legitimate professional concerns of the health-care providers, but which have serious negative implications for us that are often not even perceived until the process is well along.



"Division 14 has had to continually fend off proposals from this or that source in APA that we regard as inappropriate or worse."

Problem 2: The domination of *state* associations and *state* licensing boards by the health care providers. You probably are aware that I/O psychologists have largely avoided much role in the states, although happily there are several notable exceptions. And yet, the practice of psychology is regulated by the states and the state associations have *a* (if not *the*) major influence on legislation and on the make-up of state licensing boards.

Problem 3: The rise of the professional school of psychology and the increased use of the Psy.D. degree. This, in and of itself, would have lesser but still important effects on Division 14, except for the fact that this development is being coupled with a press for (1) the professional-practice doctorate in I/O psychology, and (2) "generic" professional education followed by specialization as per the typical medical model.

As a reminder, we all should note that the first Psy.D. in I/O has now been formally approved at George Mason University in Virginia. In addition, I have personally talked with officials of four other professional schools of psychology, and they have informed me that they have the I/O Psy.D. under specific study. I am told on good authority that one of the California professional schools has an I/O Psy.D. degree under development; i.e., beyond study and under development*. It thus appears that the Psy.D. in I/O in significant numbers is on the horizon.

In this context, you should recall that Division 14's doctoral guidelines, both past and newly developed, do *not* allow the purely professional model for doctoral education in I/O. We are on record as favoring the Boulder or scientist-professional approach to doctoral education because we regard it, not the Psy.D., as consistent with the heavily research nature of professional practice in our field.

There are other pressing issues facing us, all of which could have major impacts on our field. Examples include the movement of industrial behavioral science away from psychology and toward other disciplines, judicial and legislative interference with the nature of our discipline, APA reorganization, and others. However, I have chosen to concentrate only on the three noted.

Division 14 Actions Taken

I am pleased to report that the Division has reacted to these problems in what I judge to be very constructive ways. This is not to say that the battle is won by any means, but I do want to acknowledge, however briefly, the excellent work done to date.

1. The Division has achieved a much increased presence within APA. We have an excellent group of Representatives to

APA Council, we have members on many key boards and committees including the Board of Directors, and, in general, Division 14's voice is heard in many of the important decision-making bodies of the Association.

2. The Division has made a substantially increased effort at contingency planning including, as examples, our recent incorporation, revision of our doctoral education guidelines, our positive and proactive efforts to influence licensing in the states, and our substantially increased attention to financial planning.

3. The Division has made a major push toward state liaison. We have what we hope will become a standing committee, a national network is in place, and we are now poised for much-needed further action in this realm.

4. The Division has carried out an information program to state licensing boards in regard to our view of licensing and appropriate legal requirements for practice.

5. The Division has launched a major new effort to increase our representation on APA boards and committees.

And yet, a great deal remains to be done.

Major Actions Needed

I turn now to a discussion of what, in my considered judgment, needs yet to be done with particular reference to the three major problem areas discussed above.

1. We need still more vigorous response to professional doctoral education in I/O Psychology. It might seem reasonable to assume that all we should have to do is state our views that doctoral education in I/O *must* include research training, as we have done in the various versions of our **Guidelines for Doctoral Education,** and that would be that. But unfortunately the political clout of health care psychology within APA makes simple and logical approaches ineffective. The sad fact is doctoral education in I/O appears to be moving in directions we do not advocate, espouse, or approve. What should we do?

Perhaps we need a more aggressive stance directed to those schools contemplating such programs. While it wouldn't always be easy to identify who those schools are, usually we can track them down. Once identified, we could make direct contact--written, oral, person-to-person--and attempt to persuade and to provide information. It would also be possible to contact existing professional schools of psychology through their national organization.

There are at least two additional possible approaches here, but I should say frankly up front that I appear to represent the minority view in regard to them. First, it is theoretically possible to get our

best and most prestigous doctoral departments involved in professional-practice-oriented education to a larger degree than they now are. We would all concede issues of finances, history, curricular bias, academic freedom, and so forth. Still, I remain disappointed that we seem to relegate much of professional-practice education to our weakest educational enterprises. Second, it would be possible for Division 14 to lay out the least unacceptable purely professional-practice-oriented model doctoral program. If one begins with the assumption that such professional doctorates are going to happen anyway, then one can rationalize our describing how to do them well. The question is, should Division 14 point the way?

At the present moment, I see no really good answer to this problem. I do hope, and earnestly solicit from all of you, that we will put our best thinking and our best energies to its resolution.

2. We are poised now for a really significant breakthrough in increasing our influence in the states. I mentioned earlier that our State Affairs Committee has the network of Division members in place, but now we need to augment it *and use it!* Our goal should be substantially greater involvement of Division members in state associations, and through the state associations to APA Council *and* the fifty-one state licensing boards. My proposed strategy, one that I am in the process of trying to implement on a personal level, is to use the state associations as a vehicle toward solving the problem of our influence and status vis-a-vis the health-care element in APA.

Is this do-able? My personal experience says yes, eminently do-able. I have worked in three state associations (Iowa, Ohio, and now Missouri). I have been president of two. It is really a quite simple process to get involved; one merely identifies something that needs doing and do it. The process is both interesting and fun.

I want to acknowledge here some examples of what I am talking about. Jack Larsen is active in Tennessee and past President of the State Psychological Association. Both Sally and Sandy Hotchkiss are quite active in Ohio; Sally serves on the State Board and Sandy edits *The Ohio Psychologist.* Gini Boehm serves on the Ohio Board. Paul Lloyd serves on the Missouri State Executive Committee, and has edited *The Missouri Psychologist.* Ray and Kitty Katzell have been active in the New York State Psychological Association. I'm sure there are others I don't happen to know about, and I wish I could acknowledge them all. But perhaps the message is clear. We can and we *must* increase our voice in the states!

Next steps? We must move from being active in state associations to appointments to state boards. And, perhaps even more important, we must move our members into elective slots *from the states* to APA Council. Imagine the effect if we could elect half a dozen additional members to APA Council. We could more than double our influence there.

Let me close this section by reminding you that the practice of psychology is regulated by states, and APA is very heavily influenced by clinicians elected from the states. I urge you to join in the crusade--and it is no less than that--to bring some of that influence to I/O psychology.

3. In an attempt to avoid being pilloried, I will approach suggestion number three in the form of a question. Is it time to establish a new national organization in I/O psychology independent of APA? I realize, of course, that some will call this schismatic and a call to secession. If you reflect for a moment, however, you will realize it really isn't. The Division is a part of APA and we, as members, *can't and wouldn't* try to remove it. There have been intemperate statements, mine included. But the question is whether we should form a new organization, not whether we should secede from APA.

As you think about this exceedingly complex question, I suggest we all keep some things in mind. First, there are quite a substantial number of professional societies which are heavily psychological in nature that are not affiliated with APA. The Psychonomic Society, The Acoustical Society, The Human Factors Society, and The Academy of Management are all examples. And, of course, our best but not current example is the old American Association of Applied Psychology, the AAAP, which was founded in 1937, merged with APA in 1945, and which was a precursor to Division 14.

In addition, I suggest we keep in mind that an APA, heavily dominated by health-care psychology, may be pushing us toward such an action. Certainly many APA actions of recent years, as I discussed earlier, have caused us much concern, even anguish, and have required us to do much evasive maneuvering. And, of course, I would hazard the guess that most of us are watching warily what final organization form for APA will emerge from the current try-out process.

Perhaps it goes without saying that the consequences of forming an independent society are rather extreme. On the pro side, there is independence itself. We could do our own things such as file amicus briefs, lobby, produce guidelines, publish, establish policies, or whatever, entirely without APA oversight. We would be technically free of the incursions of the health-care sector. But would we really? Could we afford to ignore what our health-care brethren do? Could we risk losing some if not all our influence on the APA decision processes when those processes

are dominated by conflicting interests? And, of course, there is the difficult issue of cost, particularly if we should take on responsibility for such things as legislative relations and legal actions.

Thus I conclude that the question must be asked, but I also conclude that the answer is far from clear. While I lean in the direction of our moving to establish an independent organization, I hesitate to risk independence from APA.

Conclusions

In summary, our profession and our organization continue to be faced with some substantial problems, although it pleases me that the Division has been able not only to address these problems but to address them in an effective way. I believe that the fundamental issues we face revolve around an APA heavily influenced by health-care concerns, by our minimal involvement in state-level affairs, and by the growth of the professional school movement in psychology. In my opinion we *all* have an obligation to work hard on these problems by (1) exerting increased influence over the nature and content of professional-practice-oriented doctoral education in I/O, especially that which takes place in the professional schools, where I advocate direct intervention, (2) organizing a national campaign by moving our members into positions of responsibility and influence in state associations, and through that mechanism into positions on state licensing boards and on the APA Council, and (3) studying the feasibility of our establishing a new national organization independent of APA devoted to organizational behavioral science in its broadest definition.

In one important sense this has been a "futures" paper. In it I have tried to read I/O psychology's tea leaves, make some predictions about what kinds of things we must work on in the inmmediate future, and outline a course of action that makes sense to me. Since this is largely a futures concern, I would like to close with an old Chinese proverb, said to be a great favorite of Chairman Mao. "Prediction is difficult; especially of the future".

*Since this paper was written, I have learned that the Pacific Graduate School of Psychology, Palo Alto, California, offers an "Industrial Psychology Service". I base my case on a direct quote from the Institution's brochure: "PGSP is initiating a service which will extend its clinical expertise to the community and simultaneously provide students with broader avenues for clinical work. It will be called the Industrial/Organizational Psychology Program. With this service we will establish a link with industry to improve mental health. The goal is to provide a way for industry to turn to clinical psychology for its 'people problems' which so frequently become business problems."

EVALUATING PROFESSIONAL COMPETENCE IN PSYCHOLOGY
Report of a Conference

By ANN HOWARD

On October 12-13, 1982, the American Board of Professional Psychology hosted in Washington, D.C. a conference under the direction of President Doug Bray on the evaluation of professional competence in psychology. Some 35 individuals were invited to attend, including representatives of credentialing and examining bodies [the National Register, American Association of State Psychology Boards (AASPB), Professional Examination Service (PES), Educational Testing Service (ETS)], relevant APA boards and committees (Office of Professional Affairs, Education and Training Board, Committee on Professional Standards), divisional representatives of the four specialties recognized by ABPP (Clinical, Counseling, School and I/O), representatives of groups seeking ABPP recognition, and others with experience or expertise in competency evaluation.

The goal of the conference was to exchange ideas on both the technology for and future direction of competence evaluation of psychologists. The program was divided into three parts: (1) reports on work in progress, (2) presentations on state-of-the-art techniques for competence evaluation, and (3) discussions of policy issues.

The focus of the conference is of interest to I/O psychologists for several reasons. Issues of competency evaluation are of critical importance to those who seek credentialing from ABPP or state licensing boards. Moreover, the evaluation of knowledges, skills and abilities, whether for professional certification or personnel selection, dwells within the special expertise of I/O Psychology. Thus it should be no surprise that the majority of speakers in the technology portion of the program were members of the Society for Industrial and Organizational Psychology.

Work in Progress

Licensing Examination

Some time ago, AASPB contracted with ETS to conduct a job analysis of the "job" of psychologist. Mike Rosenfeld of ETS reported that final questionnaires have been distributed to more than 2900 licensed psychologists. Analyses will be done to determine if the job of psychologist differs significantly by

specialty, and, if so, how that would affect the licensing examination.

Ray Hays of the AASPB stated that they are dedicated to the paper-and-pencil method of examination at the licensing level. The state boards want a quick and easy method for evaluating minimal competency, and they believe their written examination is reliable and valid for what it does.

Craig Schoon of PES reported on some studies, originally funded by AASPB in 1978, investigating the content of the licensing examination (EPPP). As a result of this research, AASPB adopted major categories for the EPPP in 1981 that are less curriculum-based and closer to performance in practice. Still the examination focuses on what it measures best, specific knowledge.

Continuing Education Projects

As reported by Carl Lindsay, a practice audit is being developed at Penn State University to determine continuing education needs in Clinical Psychology. Don Thomas of the Association for the Advancement of Behavior Therapy reported on work to define the competencies of therapists using aversive procedures. At present anyone may take the examination for redirection of training.

As discussant to the work in progress session, Al Wellner of the National Register warned of breaking a profession into discrete tasks or competencies and losing the gestalt, or what the profession is all about.

Technology of Competence Evaluation

Paper-and-Pencil Testing

Mike Rosenfeld of ETS reviewed the advantages and disadvantages of various forms of paper-and-pencil testing. The much-used multiple-choice test is amenable to broad coverage of topics and to testing large volumes of people with its ease of administration and scoring. A disadvantage is the expense involved in building the test. Although such tests can measure application, analysis and other skills in addition to knowledge, it is more difficult to write items at those levels. Essay exams or scored In-Baskets may increase the scope of paper-and-pencil testing but often have scoring problems.

Work Samples and Simulations

This presentation, made by the author, drew multiple examples from personnel selection in I/O psychology and competence evaluation in various professions to describe the historical development, characteristics, advantages, and disadvantages of work samples and simulations. Advantages include the ability to measure the application of skills as well as interactive skills. Content validity is usually easily established, and there is evidence of less adverse impact against protected groups.

Disadvantages of work samples and simulations include the costs of development and administrative complexities, such as the need for competent trained examiners. They are not as amenable as paper-and-pencil tests to measuring a range of knowledge, and their concentration on depth rather than breadth can decrease reliability. When actual work samples are contrasted with simulated work samples, simulations generally appear superior, although they may not as effectively measure interactive skills.

Computer-Assisted Testing

Bert Green of Johns Hopkins University noted that the computer offers greater test security. It is particularly useful for adaptive testing, where selection of subsequent items, evaluated for difficulty level, depends on success on the last item.

Some disadvantages of computer-assisted testing are that the items must fit on the screen, and older people may be disturbed by their own lack of familiarity with computer usage. The equipment is costly and inappropriate for large groups, although there is no reason large groups should be required.

Combining Heterogeneous Data

Doug Bray noted that various evaluative areas are best measured by different methods. Written tests are best for measuring knowledge but not as good as oral exercises, examiner questions, or work samples and simulations for measuring applications of knowledge. To get at interpersonal interaction, work samples and simulations are obviously superior.

Bray recommended an assessment center model, with multiple exercises and assessors, to capitalize on the advantages of each method. Although one could go from observing behavior to a pass/fail decision, such an approach would have several limitations, including a lack of conceptualization or synthesis, a narrow focus on one or two aspects, and inadequacies for feedback to candidates. His solution was to rate candidates on a number of pre-defined dimensions to integrate the data. This would counteract any tendency to atomize competence, against which Wellner had warned.

Developing Examiner Skills

Bill Byham of Development Dimensions International offered many suggestions for overcoming the disadvantages of work

samples and simulations. Validity can be built in with a thorough job analysis and development of the proper exercises, and reliability can be assured with well-designed examiner training. Specific techniques for examiner training were described, including programmed instruction, films and videotapes, role playing, and certification procedures.

A number of cost-saving methods for the use of assessment center techniques for competency evaluation were also proffered. Rather than training each examiner on each exercise, specialists could be developed, largely by home study programmed instruction. Data could be collected by videotape or audiotape and shipped off to the exercise specialists for analysis, with judgments from different examiners integrated mathematically.

Norman Kagan of Michigan State University reported on methods he has been using to enhance therapeutic skills that could also be used to refine examiner skills. For example, viewing of filmed scenes from medicine, therapy or classrooms and identifying what each person in the scene was feeling can pinpoint examiner sensitivity to various types of persons.

At the end of the presentations on the technology of competency evaluation, it seemed apparent that more was known about "how" to do it than what "can" or "should" be done. The latter questions were taken up in the segment on policy.

Policy

A number of groups have indicated a desire for recognition as a specialty by APA, including Psychoanalysis, Forensic, Family, Child-clinical, Psychology of Women, Behavior Modification, and Neuropsychology. Dick Kilburg of APA's Office of Professional Affairs discussed the proposed criteria for the identification and continued recognition of a specialty in psychology. The most controversial aspect of the proposed draft is the requirement that existing specialties re-establish themselves. A revised draft should be available in the spring of 1983.

ABPP, too, has been petitioned to grant Diplomas in specialties other than the four now established in Clinical, Counseling, School and I/O. Various groups brought their cases to the conference, some of whom had already formed independent boards but were interested in realigning with ABPP. Represented groups included Psychoanalysis, the American Board of Clinical Neuropsychology, the American Board of Clinical Biofeedback, and the American Board of Family Psychology.

Two-Level Examination

Because of a perceived need for credentialing in psychological specialties and the high level of the ABPP Diploma, the proposal had been made for ABPP to credential at two levels--their current Diploma and a journeyperson level. The more junior level would meet BPA's proposed criterion I(2) for continued specialty recognition, which requires the establishment of administrative procedures to identify practitioners who meet the minimum qualifications for competent practice in the specialty.

Some at the conference were supportive of the two-level idea to help identify qualified specialists. Others felt the journeyperson exam might dilute the Diploma and become a terminal level. This could be particularly damaging to present Diplomates and to those trying to compete with medical specialties. The consensus of the group was to keep ABPP at one level only while at the same time attempting to move it away from an "elite" designation.

Future Directions for ABPP

As the hours of the conference waned, the participants became inspired. Joe Sanders, the ABPP administrative officer, noted that it would be far easier to expand ABPP into new specialties if a Board were already in existence; beginning a new examination from scratch is what's difficult. Moreover, with ABPP's limited resources, attempting too many specialties could sink the ship.

The idea then took hold that ABPP might better serve its purpose if it adopted the model of the American Board of Medical Specialties and became the American Boards of Professional Psychology. As such it could be an umbrella organization for a variety of boards that would run their own evaluation procedures, perhaps under the auspices of relevant APA divisions. This would spread the costs of credentialing and increase the number of workers on the projects. As the umbrella organization, ABPP could assume administrative responsibilities, enforce some standardized requirements, and hold conferences such as this one to stay on top of the technology of competence evaluation.

Epilogue

The ABPP Board of Trustees met about 10 days after the conference to discuss the outcomes. The decision was made to expand ABPP's purview to other specialties. Invitations to participate in formative discussions will be offered to Psychoanalysis, Clinical Neuropsychology, and Forensic Psychology, and these groups will be asked to appear at the next ABPP Board meeting in March of 1983. At that time it will become clearer whether ABPP will assume the role of an umbrella

organization and become the American Boards of Professional Psychology or continue to operate as it is while adding new areas of evaluation.

Meanwhile an experimental trial will be conducted in the near future for the ABPP examination in Clinical Psychology using many of the more sophisticated techniques of competency evaluation presented here. For this conference revealed a cultural lag; psychology has developed far more advanced techniques for competency evaluation than it has yet applied to itself.

DONATION OF I/O SERVICES

By MARTIN M. GRELLER

Many I/O psychologists have responded to our economically hard times and cuts in aid to not-for-profit institutions by giving generously. Some do so by reaching into their pockets. Others reach into the bank of their skills and experience, offering pro bono services to not-for-profit institutions. Often these are services the agency could not replace.

Typically these are individual acts. While some achieve acclaim, most are carried out quietly, behind the scenes. The Society has not generally organized such efforts, even though the assessment center project developed by the Public Policy and Social Issues Committee for the National Association of Secondary School Principals in the 1970's was deemed a success.

Contributing services is an emotionally charged topic for I/O psychologists. Upon interviewing people, I found a number of colleagues were concerned that they not be publicly identified ("I'm not doing this for credit or praise!"). Some had never considered the possibility of donating services, while others assumed everyone in the Society was active in this way.

How do people contribute? Of the 20 people interviewed, all have shared their knowledge through speeches and workshops targeted to fellow professionals. Student groups and managers from the not-for-profit sector are also frequent beneficiaries.

Others enter into a helping relationship drawing upon their own special skills. Frequently I/O psychologists assist in selection of key employees. Churches, schools, hospitals, and youth service organizations have been helped to find new leadership. The psychologist sharpens job descriptions and specifications, interviewing skills, recruitment procedures and plans for development.

A second area in which work is often done is organization development. Goal clarification and intergroup conflict resolution are common targets. These issues can be intense concerns because of the intrusive constituencies involved in not-for-profits.

Considerable good is being accomplished by members of the Society through their contributions. But a curious point was noted. It appears that relatively fewer I/O psychologists employed in academic settings provided pro bono services. Granted, their full-time commitment is already to the not-for-profit institution in which they work. Still, universities claim to evaluate community service when deciding on promotion and tenure. It led one person to question the perceived reward contingencies (vis a vis contribution of services) in business versus university.

The contribution of services can make an important difference to the recipient agencies. Yet, it is an area little discussed in our field. This contrasts with law or medicine, where such contributions are viewed as an ethical requirement. Anyone wishing to help open this area by sharing experiences is invited to direct correspondence to **Martin Greller, 388 Mountain Blvd., Watchung, NJ 07060.**

SUPPORT SOUGHT FOR

Edwin E. Ghiselli Award

The **Edwin E. Ghiselli Award** will replace the James McKeen Cattell Award as the designation for the best proposal for research in I/O Psychology. Named after one of the chief proponents of a broad approach to research in I/O Psychology, the Ghiselli Award will become a symbol of excellence for those who earn it.

The Ghiselli Award needs to be funded by I/O Psychologists and their organizations. Each I/O Psychologist should feel the necessity to contribute at least $10.00 for the establishment of the Ghiselli Fund and organizations which employ I/O types need to be asked for contributions. The Ghiselli Award is as important as anything else we support because it looks to the future; the award is for proposals, not accomplishment.

Send contributions to the Secretary-Treasurer, **Virginia R. Boehm, Assessment and Development Associates, 12900 Lake Avenue - Suite 824, Lakewood, Ohio 44107,** today. All contributions should be made out to "Ghiselli Fund." Let's make this happen by showing our commitment to research.

INTERNSHIPS

PART I

One new goal for TIP is to focus on the teaching of I/O Psychology. Following a suggestion from Don Grant, internships were selected as a special topic of interest. Editorial board members Rich Klimoski and John Hinrichs approach the subject with a series of articles in this and future issues.

THE MAKING OF AN I/O PSYCHOLOGIST: THE ROLE OF INTERNSHIPS

By RICHARD KLIMOSKI

I/O psychology has traditionally been represented as a field for individuals who are both scientists and practitioners. As scientists, we are the creators of new knowledge and procedures relevant to human resource management in organizations. As practitioners, we attempt to resolve organizational problems using this knowledge. While most of us are proud of this dual perspective and enjoy moving from one mode of operation to another in our professional work, we also acknowledge it's difficult to be equally good in both domains. In this we are often our severest critics.

Much of the criticism regarding the training of I/O graduate students has tended to focus on the adequacy of preparation as practitioner rather than as scientist. From sources as diverse as articles in **TIP** and scientific journals to reports of task forces and committees emerges the feeling that graduates of I/O programs are often not well trained to apply their knowledge effectively in organizations. Many are characterized as naive and ignorant about relationships in organizations and about how to cope with organizational "realities".

Practitioner Training Deficiencies

While it is not always clear what is at the root of these criticisms, they do seem to highlight certain knowledges, skills and abilities as critical areas of deficiency. These include the ability to relate to laypeople and to operate in settings either rigid in power

differentials or ambiguous with regard to the distribution of power. Since, as practitioners, we often serve in a staff capacity, it seems clear that we need to be effective in identifying areas where we might be of service and to establish organizational "constituencies" who use (even demand) our professional help. These constituencies would also serve to buffer the practitioner (especially a staff member) from changing fads and policy shifts.

Where research is involved, the skills needed by the practitioner include being able to design and execute studies in an environment that is constantly in flux, where practical questions need to be answered, and where applications are of central interest. This requires creativity (e.g., in establishing control and measurement techniques), political sensitivity, and no small amount of persuasive ability. As a final illustration, the practitioner frequently must accomplish organizational entry. Being able to approach organizations (especially in a fee-for-service relationship), present proposals, and get them supported are essential skills.

On a more personal level, the practitioner needs well-developed oral and written communication skills, must be able to plan and organize time well, and be good at supervising others. He or she must be able to investigate action and often needs to be effective in training others. And since much professional work is carried out in group contexts, this list might include group leadership skills as well. Finally, there is the need to possess a sense of professional self-confidence, a belief that you have a set of knowledges and skills of value to others.

There seems to be some agreement that these capacities are indeed important, and it also appears to many that they may not be adequately developed in I/O graduate programs. The question still remains, however, as to what should be done about it.

The Internship Experience

For many programs the response to this question has been to establish an internship as part of the graduate curriculum. The essence of an internship is supervised practical experience. It is felt to be a major component of graduate training in many fields, and within our profession has been well developed by the subspecialties of School, Clinical, and Counseling Psychology. In fact, APA itself has gotten into approving internship assignments in these areas, and many state licensing boards require an internship. Thus for many psychology students a year of supervised work commonly precedes being awarded the Ph.D.

The picture is a lot less consistent in the area of Industrial/Organizational Psychology. Some programs do have a formal internship arrangement, which may even be a requirement

for graduation. Other schools encourage internship-like experiences (e.g., summer placement in industry); many do not. A recent survey of the curriculum practices of I/O programs revealed that only 15 out of 43 participating had a formal requirement.

The recently published (by Division 14) Guidelines for Graduate Training in I/O Psychology recognized the importance of graduate program experiences for building the knowledge, skills, and abilities described, but did not take the position that internships should be required. Rather, they suggested there are a variety of mechanisms for developing many of the skills of interest, such as laboratory courses that include field experiences (e.g., on job analysis or criterion development), organizational settings for theses or dissertations, or faculty-student consultation with organizations or involvement in grant-supported work.

Although the benefits of an internship experience may seem obvious, many of their drawbacks may not be. A primary difficulty is establishing an internship arrangement in the first place. A good arrangement has to meet several criteria: competent supervision, meaningful assignments, reasonable compensation, and appointments available in large enough numbers to satisfy a program's student flow. Once suitable appointments are developed, the major concern is for the internship to continue to provide a quality experience. This requires constant monitoring by a program representative (or some agency, like APA) and a continuous commitment by the sponsor. There must be some guarantee that the experience is meaningful and is indeed serving the developmental needs of the student. In theory it has to be more than just a job or a source of compensation.

And yet the internship experience can be an excellent way to satisfy important training needs. For that reason many students, faculty and programs support it. But how well does it work? Are there some real benefits or limitations of such arrangements that have been overlooked? What about the point of view of the sponsoring organization? What does it get out of such programs?

We plan to explore these and related questions in a series of articles in **TIP**. In this issue, the nature and utility of graduate student internships will be examined from the participating organizations' perspective. In a forthcoming issue, the views of students and of graduate program faculty will be considered. Toward this end, the series coordinators would like to invite comments from our readers to consider for future articles. *Please let us know how you feel about graduate internships in I/O Psychology.* Address your comments to **Rich Klimoski (Ohio State Psychology Department, 404-C West 17th Avenue, Columbus, OH 43210)** or **John Hinrichs (Management Decision Systems, Inc., 108 Old Kings Highway North, Darien, CT 06820).**

THE CORPORATE VIEW OF INTERNSHIPS IN I/O PSYCHOLOGY

By JOHN R. HINRICHS

To obtain a quick overview of employer feelings about the internship process in I/O psychology, in December we conducted a short telephone survey of practicing I/O psychologists in 13 organizations whom we had reason to believe might use interns. While it certainly wasn't an exhaustive survey, the sample was sufficiently diverse and the results sufficiently consistent that what we found is probably reasonably representative.

The first pervasive conclusion is that the employment of interns is far from a formalized continuing process in most organizations. While most of the companies we spoke with (11 of 13) have used interns on some occasion, in 1982 only five were. These five (AT&T, Exxon, IBM, Merrill Lynch, and Xerox) tended to have relatively long experience with interns and a strong advocate on their staff who assured some continuity of commitment.

For the other companies, however, the pervasive 1982 budget crunch had taken its toll, and they were not employing interns for this academic year. Most had no plans to do so in 1983, either. In a couple of cases there had been some negative experiences which were partly responsible for not continuing an internship program. But in most cases it was purely and simply a budget crunch, and the people with whom we talked were hopeful of participating further when the economy turned.

What are the main reasons these people gave for wanting to be involved with interns? There are a number of them:

- Cheap high-quality labor.
- A pair of hands to do work that wouldn't get done otherwise.
- A need for support on a specific project.
- An infusion of new ideas and enthusiasm into a corporate research group.
- The potential for gaining input and critique from the intern's mentor.
- Finally, and far from last, a feeling that it is the professionally-correct thing to do; that it is part of the responsibility of an I/O psychology practitioner to enhance the development of new graduate students, and, as one of them said, "The internship process is one of the finest professional development experiences there is." It was interesting that most of the people feeling most strongly this way had themselves been interns early in their careers and pointed to the experience as a high point.

Characteristics of Internship Programs

Typically two types of internships are used. One is a summer internship, lasting usually for three months as a full-time assignment. The other is a one-year internship, usually on a part-time basis. One company uses a 15-month internship which allows the incoming and outgoing intern to overlap to assist in project continuity.

While most of these companies try to limit internships to one year, a few have dragged it out and given repeated assignments. The general feeling is that the experience should be spread around as much as possible, so there is a conscious effort not to rehire people. Some also have conscious policies not to hire permanently people who have been on internships, though some admitted that they did use internships as a screening vehicle for potential hires.

How many interns typically are on board in these companies at any one time? AT&T topped the list: somewhere around ten students might be employed throughout the Bell System at any one time. IBM has up to six at a time at their Armonk, New York facility. But most of the others have only one or two on the rolls.

One company -- Merrill Lynch -- has a related program which they did not classify as the typical internship but which achieves many of the same goals. For this, they have roughly 20 advanced graduate students (and in some cases junior faculty) committed to serve for two years as assessors around the country in their Account Executive selection simulation. They are paid on a per diem basis for this work.

Recruitment and Selection

The schools which supply interns vary widely, but there was a tendency for companies to use local universities. For example, Exxon has had an on-going relationship with the University of Houston for a number of years. Many of the New York corporations take interns on a regular basis from New York University. Others key into their local universities -- for example Ford has used interns from Michigan and Wayne State. There seems to be some trend, however, to go beyond local criteria in deciding where to hire interns and to bring people from remote universities who are particularly suitable for projects which the organization wants completed. Sometimes the deciding factor is a personal relationship between an individual faculty member and the employer. But, in general, these 11 companies most frequently

bring in interns from nearby universities in order to minimize moving and living expenses.

The selection process for hiring interns varies. Some merely accept the recommendation of the faculty member and take whomever is sent to them. At the other extreme, some go through elaborate screening procedures. Xerox, for example, applies the same criteria in hiring interns that they use in hiring new professionals in their research group. While this puts some relatively stringent hurdles in front of green graduate students, Xerox has found that they are able to fill their requirements with the kinds of people they need.

We asked the 11 companies with experience in using interns what qualities were most important in the selection of interns. The composite of a successful intern, in the view of these organizations, is a relatively mature individual with initiative to make things happen on his or her own. A practical orientation to organizational realities is needed. Most focused on the necessity for a certain amount of interpersonal skills so that the intern could be "let loose in the organization" (several of these people spoke of specific instances in which they had to "keep that guy in a closet"). One spoke strongly of the need for good communications and persuasive skills.

Maximizing The Internship Work Experience

All of these companies said that interns are supervised by competent professionals on their staff. There's a great deal of attention to the quality and nature of supervision provided, and all recognize a distinct responsibility in this. And thus arises one of the problems that most of these people talked about: how to set aside the time out of a busy schedule to properly supervise and coach these students during their internship.

Another pervasive problem is ensuring that interns are engaged in meaningful work. The companies strive to identify a challenging project that the intern can wrap up in a three-month period if a summer hire, or in 12 months if longer. For many, that is not always that easy to do. As a result, some admitted that interns have sometimes tended to evolve to a "gofer" role, but they all try to avoid that.

The kinds of projects which are cut out for interns vary widely. They might work on development and validation of selection procedures, analysis of survey data, literature reviews, job analyses, study of turnover, development of performance appraisal systems, designing specific research projects, developing and evaluating assessment center exercises, statistical analysis,

on-going work with computers, or a somewhat more recent trend focusing on organizational enhancement or OD projects.

The 11 experienced companies were also asked what the interns themselves could do to optimize the experience. They emphasized the importance of the intern himself or herself being sure that meaningful work is assigned. Also, such learning experiences as establishing a network of contacts in the organization, getting out to learn about other functional areas besides personnel research, looking on others as a resource and asking appropriate questions, listening, and recognizing and living within the realities of organizational life. As one said, "They need to go through a certain amount of house-breaking, which entails some schooling in the reality of business life and a reduction in their expectations about the rationality of organizational decision making." Another spoke of the need for "de-jargonizing" -- building basic skills in effective reading, writing, and listening appropriate for the business environment.

Pitfalls and Opportunities

Flowing out of this, these 11 companies recounted some of the problems which they have experienced over the years in dealing with interns. In addition to the time requirements for supervision and the difficulty in assigning truly meaningful and challenging work which can be completed in the short assignment, interns were occasionally found to be overly dependent and passive. Sometimes they "spin their wheels," not recognizing when it is time to ask for guidance or help. A few said that they had had negative experiences with interns who came across as arrogant and overbearing as they moved through their organization. Interns should realize, in the view of some, that it is not their job to try to be proscriptive and that managers in the organization are not all "ignorant clods who could benefit from the superior skill and knowledge of a future Ph.D."

However, despite these few sour experiences, this group was almost universally positive to the internship process. Typical comments were: "We're delighted," or, "We're very satisfied -- so much so that we've set up an Intern Hall of Fame," or, "I have a personal belief that it's tremendously useful to the organization and also tremendously useful to new members of the profession."

This translated, then, into a consensus that probably an internship should be a formal requirement for graduates in I/O psychology. While some said this probably would be a little too strong, some were very adamant in saying that without some internship assignment the field would continue turning out people

who were "schooled but not educated." Among these practitioners, there's a rather strong feeling that the pressing need in I/O psychology is to broaden the perspective of graduates, and the internship process is seen as the most effective way for achieving that.

At the same time, these people recognize some of the problems in the relationships with the universities. Sometimes interns get "sucked into" full-time employment which detracts from completing their degree programs. As a result, some universities are reluctant to steer their people into internships for fear that they will be distracted or not pursue an academic career.

The practitioners, however, thought that these were problems which could be controlled and that it was extremely short-sighted not to provide the balance in graduate education which a well-managed internship process can impart. As one put it, "The profession should re-evaluate what education is, and step up to the problem of ensuring that new entrants to the profession, whether they go the academic route or into business, should be proficient, well-educated and rounded individuals, able to contribute fully to the pressing needs of our society. I/O psychology has an important role to play in this. But without the breadth of experience to understand what goes on in organizations, which can only come from emersion in that process for at least some short period of time, the profession is never going to realize its potential and achieve the contribution which it should. Academics who don't realize this and who don't support the internship process are schooling their graduate students, but not educating them."

That's rather strong, but it reflects the prevailing view in this small sample. The issue is as old as the history of science, for as Galileo said: "You cannot teach a man anything. You can only help him discover it within himself."

The next issue of **TIP** will look at the other side of the coin: how a representative group of I/O faculty view the internship process. We'll also probe the views of some representative interns themselves to round out the perspective on this aspect of training in industrial and organizational psychology.

The following companies were covered in this short survey, and their cooperation is appreciated: AT&T, Exxon, Ford, General Electric, IBM, J.C. Penney, Merrill Lynch, Prudential, Richardson-Vicks, State Farm, 3M, Westinghouse, and Xerox. IBM advises TIP that they are now actively soliciting internship applications. Those interested should write to Dr. Allen I. Kraut, Manager of Personnel Research Studies, IBM Corporation, Old Orchard Road, Armonk, New York 10504.

UP AND DOWN THE HIERARCHY

In the next four articles, TIP looks at organizational life up and down the employee hierarchy. David Campbell captures the life of the Chief Executive Officer, while Lynn Summers examines programs to reduce organizational stress. Susan Mohrman relates employee participation to productivity improvement, and Gregory Huszczo probes interests in and by unions.

THE LIFE OF A CEO
OBSERVATIONS BY AN OUTSIDER

By DAVID CAMPBELL

What does it mean to be a Chief Executive Officer?

To Be A CEO Is To Be Different.
The position is not a simple linear extension of those below it. Whether the issues are internal operations or external images, the view from the CEO's office is broader and more complex than from anywhere else in the organization; the equations have more variables.

To Be A CEO Is To Construct The Future.
The CEO's office is the only place where true long-range planning can occur; done elsewhere, it is only the listing of options. The future will, of course, occur and the actions of subordinates can directly affect it, but only the CEO can produce the "willed" future for the organization as opposed to the laissez-faire one.

To Be A CEO Is To Be Personally Non-Productive.
"The hardest thing I ever had to learn about management is that someone else has to do the work." (Alfred P. Sloan, CEO, General Motors.) When a CEO is doing something that someone else in the organization can do, it may be like using a bulldozer to weed the garden. The bulldozer may enjoy the diversion, but a lot of dirt is left unmoved.

To Be A CEO Is To Be Visible.
Every organization is aware of the presence or absence of the top person and, in a literal sense, the pulse of an organization quickens when the formal leader walks in the front door. This visibility, which is a clear part of the power of the position, can be a stimulant, perhaps to the point of addiction, for the incumbent and may in fact be the major motivator for seeking and retaining the position.

To Be A CEO Is To Be Interrupted.
In Henry Minzberg's classic study of five CEO's, whom he followed around for a week each, he found the average time between interruptions to be about nine minutes. Whether that was due to the nature of the job or rather to the high action-orientation of the people who take on the job was not clear. These people may not be able to sit still for longer than nine minutes. Whatever the reason the pace, and consequent stimulation, is high.

To Be A CEO Is *Not* To Be Literary.
CEO's are people of action, not letters. They are active, reactive, and not reflective. In particular, they do not keep perceptive diaries nor write introspective autobiographies. The void is particularly apparent when contrasted with other areas where excellent "insider" diaries are available. Congressman Donald Riegele's day-by-day description of a year in the U. S. Congress, Yankee pitcher Jim Bouton's similar account of a season of professional baseball, Lady Bird Johnson's fascinating diary describing the life of a First Lady, John Kenneth Galbraith's daily description of international diplomacy while he was U. S. Ambassador to India, and Tracy Kidder's recent book, *The Soul of a New Machine,* describing in a you-are-there sense the development of a new computer from the viewpoint of an engineer, are all examples of insiders' diaries which are unmatched in the CEO's sphere. There is a literary vacuum here, one which is a handicap in understanding the CEO's life.

(As an aside, any reasonably insightful CEO willing to spend 20-30 minutes with a dictaphone each night for a year could, with the help of a professional writer, probably produce a best seller, especially if the year proved to have some dramatic happening such as a merger, a take-over attempt, the introduction of a highly visible new product offering, or perhaps - perish the thought - a bankruptcy. Such a book, if honestly and candidly written, would likely produce record sales - of course, it might also produce lawsuits, resignations and even divorces.)

The above list of "To Be A CEO" was drawn up by an outsider and it may have the same relationship to a CEO's reality that a list of "To Have A Baby..." drawn up by a male obstetrician would to a new mother's reality. The conclusions should ring fairly true but they may still lack the essential core of the experience. The true description can come only from those who have been there.

STRESS MANAGEMENT IN BUSINESS ORGANIZATIONS
PART I: PROGRAMS

By LYNN S. SUMMERS

This article was prepared with the assistance of Robert A. Hack and Aaron Givens.

Interest in stress management has grown rapidly in the last five years. In fact, many people would call our current preoccupation with stress management a fad. We wanted to see to what extent members of the Society for Industrial and Organizational Psychology are involved in developing and implementing stress management programs for business and industrial organizations and to get their views regarding where stress management is headed.

Bob Hack, Aaron Givens and I contacted over 70 people -- either Society members or people whom we knew were doing stress management programs. It was *not* a representative sample, by any stretch of the imagination. In fact, if you are doing a stress management program and we didn't get in touch with you, I'd like to hear from you.

Our first conclusion was that there are apparently very few Society members involved in stress management programs. Programs are generally handled within organizations' medical departments or, less often, in the training department.

Our second conclusion was that there is a wide variety of people conducting the programs. Some are psychologists -- typically, counseling or clinical types. Others are professional trainers, and yet others are of unknown professional affiliation.

Conclusion number three: The programs being conducted in organizations have been developed in a number of different ways. Some are homemade, their creators having drawn from workshops they have attended and from material they've read in the professional or popular press. These types of programs vary in quality according to the amount of resources the organization has been willing to commit to them and the quality of their creators.

Some programs are spin-offs of formats and techniques designed by consultants or professional groups, with an organization member receiving training in how to conduct the program. **John Adams,** whose story follows shortly, is a major figure in this category. Other groups that market program formats and techniques run the spectrum from highly professional to outright quacks, and from legitimate sounding to highly suspicious.

Gini Buxton, who is investigating available programs as a prelude to inaugurating a stress management program at Sohio, has probably seen close to everything that's available. One group that she has looked at closely is the Light of Yoga Society. Although the name raises eyebrows, their programs are highly professional and down-to-earth.

Yet another mode of development is to have an outside consultant conduct the program in-house. **Ivan Jones** at Knight-Ridder initially enlisted clinicians to conduct the stress management component of the Management Institute, a series of 13 one-week programs. He believes stress management deserves a legitimate place among the listed management skills, but sees it eventually being folded into other management programs (such as planning and time management) and being taught by personnel and training professionals within the organization.

In our many contacts, the names of two Society members were frequently mentioned as major forces in stress management programs. Our discussions with these two individuals, **John Adams** and **Jim Manuso,** are reported here in some detail.

John Adams: Training The Trainers

John Adams is affiliated with both NTL and University Associates, for the latter conducting a highly respected train-the-trainer workshop for stress management trainers.

He works with a fourfold classification of stressors: recent events and ongoing conditions, either on the job or away from work. For managing the stress they produce, Adam uses a model that looks at three levels, which, in question-answer form, look like the following:

(1) How can I remove or avoid unnecessary stressors? By becoming more self-aware, managing my time, planning my career, and developing supportive relationships.

(2) How can I cope with necessary stressors? By managing conflict, influencing others, being assertive, solving problems effectively, altering my own expectations, and again -- developing supportive relationships.

(3) How can I build resistance to buffer the effect of long-term stress? By developing good nutrition, exercise, and relaxation practices, and -- once again -- by developing supportive relationships.

Gaining Commitment Through Biodots

Realizing that not all techniques can or will be used effectively by everyone, Adams introduces several stress management practices in a typical workshop. The practices are selected so that each of the levels described above is touched. Workshop participants are introduced to skeletal relaxation techniques through stretching exercises and yoga. Some meditation and biofeedback methods are also introduced.

Various "instruments" are used to promote skill building. The most impactful of these instruments is the Biodot -- that's right, Biodot. These are little, temperature-sensitive paper dots that are stuck on the skin. They change color in response to skin temperature changes. They, thus, are a very simple kind of biofeedback device.

A fundamental physiological change that signals relaxation is hand warming. Adams says that after a few exercises about two-thirds of his workshop participants can change the color of their dots (increase their skin temperature) after about five minutes of concentration. He also uses biofeedback ("mood") rings and simple GSR instruments to provide participants with feedback on their ability to modify autonomic processes.

In a two-day workshop participants receive nutritional advice, and there might also be activities which focus on life-style habits and preferences, time management, career planning, support networks, and identifying and dealing with organizational stressors. The workshop concludes with participants planning how they will personally use what they have learned to improve their stress management capabilities.

Making It Work

Adams concludes that the most fruitful approach to stress management is an approach that focuses on the individual, not on the organization. Although he likes to get top managers involved early in an organization's effort to build stress management skills, he observes that the highest levels of stress and strain are experienced by first-line managers, support staff (clerical and secretarial), psychologists, trainers, and hourly employees.

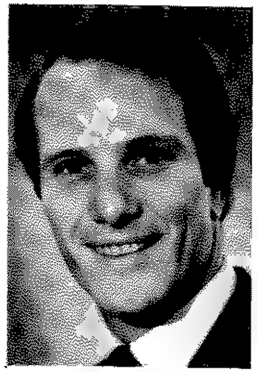
The most effective programs Adams has been involved in are those where he has trained organization members to do the training within the organization. Another factor that contributes to program success is follow-up. Also, the organization has to indicate a commitment, such as a fitness room or a salad bar in the company cafeteria.

In researching this story on stress management programs, we talked to a number of people who got their training in this area from Adams. **Bob Hack's** program at Southern California Edison was created to complement the employee assistance department's more traditional approach to treating stress-related disorders. They get cases after stress has done its thing -- Bob gets them before. Bob has tailored the program to fit some very specialized needs, such as for customer contact personnel.

Adams' design has also been adapted to serve a very different need at General Motors' Fisher Body plant in Cleveland, where almost 70% of the 1700 employees at the plant will be laid off when it closes down after 62 years of service. **Howard Carlson** in Detroit and **Rocky Rocazella,** the Quality of Work Life Program Coordinator in Cleveland, noted that one of a series of workshops intended to help employees make the transition is an eight-hour stress management program.

Jim Manuso: Making Economic Sense

Jim Manuso boasts the first fully-equipped and operational biofeedback lab in private industry. In addition his studies on the return on investment to an organization for providing stress management services are widely known in the field.



Manuso joined the Equitable Life Assurance Society about eight years ago. According to him, it took a fair amount of lobbying to get stress management accepted as a legitimate part of the company's health center. At first, Jim worked with cases referred to him by the physicians as a "last resort". Early successes, particularly with difficult cases, helped him gain a foothold. When a massive layoff of employees occurred, employees were offered stress management training as part of the outplacement program.

Looking back on the early cases, Manuso notes that his use of thermal and muscle tension biofeedback techniques helped produce effects of a greater magnitude than if he had used EEG, heart rate, or GSR equipment.

So, You've Been Having These Tension Headaches...

Manuso walked me through the course of treatment of a typical employee referred to him by the medical department. I and my tension headache first are screened thoroughly by a physician to rule out organic causes.

Then I sit down for the intake interview with a clinical psychologist. It is during this interview that a decision is made about the appropriateness of stress management training. In earlier years, I would have suffered through the MMPI and some other tests, but the tests were dropped as having more research than clinical utility.

I then keep a daily log in order to establish a baseline for my symptomatic activity. Two or three times a week, I go to the health center and work with the biofeedback equipment. I learn to control forehead muscle tension by using primarily audio (EMG) feedback during the 20-minute sessions. I also listen to relaxation audiocassettes at home and begin to develop my own deep relaxation techniques, which I practice two times daily for 15-minute periods. Another technique I am instructed to use is to place colored-tape cues in my environment to remind me to relax. After about six weeks, I am weaned off the equipment in preparation for unassisted self-regulation.

When I am completely weaned from the equipment, I have to practice my new skills in order to maintain them and ward off my symptoms. Jim has found that people who are stress prone will continue to be prone. They have to keep their skills up or the symptoms will return.

Training Employees

Manuso has used a variety of approaches to deliver stress management techniques within Equitable. The first approach he developed, described above, is designed for one-on-one, individualized treatment of specific, stress-related symptoms. Other approaches have been developed, including an audio-visual package for use by asymptomatic individuals.

Jim has found that asymptomatic Type-A people do better if taught stress management in groups. This creates a competitive arena: I can control my skin temperature better than you can!" In

his words, "The problem drives the solution." On the other hand, Type-Bs do better in individual training.

Manuso emphasizes the need to give clients a solid knowledge base, so it isn't a mystery to them and to clear up misconceptions. There are two very common misconceptions, according to Manuso. One is that biofeedback is a panacea. Some patients believe -- and hope -- that the machine will do it all for them. The second misconception is that "It's all in my head." Patients need to have a clear understanding of the psychological - physiological link.

John Adams and Jim Manuso represent the proponent side of stress management programs. But we also located a Society member, engaged in what is probably the most significant study of stress undertaken within an organization, who has serious doubts about the efficacy of such programs. This opposing view, by **Kerry Bunker** of AT&T, will be reported in the next issue of **TIP**.

EMPLOYEE PARTICIPATION PROGRAMS
IMPLICATIONS FOR PRODUCTIVITY IMPROVEMENT

By SUSAN ALBERS MOHRMAN

There has been widespread interest in participative management by U.S. organizations in the 1980's, despite the historical absence of strong findings that it relates to productivity. This interest is motivated less by concern with the human outcomes of organizational life than by an increasing recognition that American organizations and our country as a whole are facing a productivity crisis that threatens both our way of life and the existence of many of our basic industries. Some American businesses apparently hope that if they adopt the highly participative practices of Japanese organizations, the U.S. employee will respond in a manner similar to the Japanese employee, thus reversing the trend toward declining productivity.

American managements are now considering and implementing a large number of participative techniques to enhance productivity. This paper examines some of these techniques to assess what has been learned in the U.S. experiments of the 1970's.

Forms of Participation

Consideration of employee participation techniques will be limited here to group-based change strategies. Individual participation mechanisms, such as suggestion systems, performance appraisal and goal setting, and grievance procedures will not be discussed. Five general kinds of techniques can be identified: l) Worker problem-solving groups; 2) Union-management cooperative projects; 3) Participative work design and new design plants; 4) Gainsharing, profit-sharing and Scanlon; 5) Worker ownership/employee stock ownership. Each will be briefly discussed.

1. **Employee problem-solving groups** take many forms, including the quality circles format that is popular in Japan. Groups of employees are given the opportunity to meet and solve problems. The focus of these groups tends to be on organizational efficiency issues concerning waste, damage and equipment maintenance; on contextual hygiene issues such as facilities; or on communication. Although these groups often try to make changes in job design, these changes often fail to become implemented or institutionalized in the work setting.

2. **Union-management cooperative problem-solving ventures** differ from employee problem-solving in that they

explicitly recognize the need to bring two often conflictual groups together to identify areas of mutual concern and to reduce the level of dysfunctional adversarial behavior in the work setting. Union-management committees often serve as sounding boards and attempt to prevent potential problems from escalating. In addition a joint committee may identify opportunities, solve problems and/or guide the establishment of union-management problem solving groups and task forces.

3. **Participative work design** is generally accomplished by a cross-sectional design team which follows specific techniques such as a socio-technical systems process to analyze the technical and human requirements of a work area and to redesign the jobs and the technical set-up. Such a process has been found to be particularly effective in work settings where there is task flow interdependence and employees have high growth needs. Semi-autonomous work teams with cross training are frequently the outcome of this process.

One of the most successful uses of the semi-autonomous work team has been in conjunction with new plant start-ups. Socio-technical design of work, flat organizational structure, emphasis on training and design, skill-based pay and the elimination of management prerogatives are often combined to create an organizational setting quite different from the traditional plant.

4. **Gainsharing, profitsharing and Scanlon plans** are formula-based approaches to sharing economic outcomes with employees. They are particularly effective in situations where workers can impact on the major variables which determine economic performance, such as labor hours, materials or damage. Workers tend to focus on the variables which are included in the formula which determine the pay-out. Some plans, such as the Scanlon plan, build in several layers of committees to ensure the implementation of ideas, and include training in problem-solving. These plans have been highly successful in impacting productivity in manufacturing organizations. Their use assumes productivity can be accurately measured and compared from year to year.

5. **Employee participation in the ownership of a company** ranges from Employee Stock Ownership Programs (ESOP's) to outright employee ownership. The former has been found to be most effective in relatively small firms where workers own a substantial amount of stock and where they have voting rights. Most ESOP programs do not have these characteristics and seem to have minimal impact on worker attitudes and performance. Worker ownership often occurs in rather desperate situations where workers purchase a plant rather than allow it to be sold or go out of business. Although this has been found to be a highly

motivating situation for worker-owners, it has also been found that decision-making in such plants does not look much different from traditional plants. Workers prefer to leave managerial decision-making in the hands of the management.

General Findings

It is too early to make definite statements concerning which approaches are effective, but it is possible to detect preliminary themes in the emerging literature.

WHAT SEEMS TO BE MOST EFFECTIVE

- Programs Tied to Incentives
- Sufficient Training
- Information Sharing
- Participative Job Redesign in protected settings
- Participative Structures at All Levels of Hierarchy
- Participative Program part of Philosophy of Organization

1. Worker participation programs, such as Scanlon plans, which are tied directly to financial incentives for the participants tend to result in productivity increases for the organization. This is especially true if workers are provided with training and information, and if there are structural mechanisms to make sure their ideas reach the attention of those who can approve implementation. Participation programs will eventually generate feelings of inequity if workers perceive their efforts to benefit only the company, with "nothing in it" for the participants. The benefits need not be financial: in one large automotive parts plant, an increase in the percentage of workers who achieved "standard" during a day was achieved by a worker-generated plan in which time off was earned when standard was reached.

2. Participation programs generally are positively perceived by those workers who directly participate, but can negatively affect non-involved workers. Non-participating union members have pressured for the termination of a large union/management work design effort because of perceived salary inequities.

3. Participative strategies which alter the job itself tend to have lasting impact on attitudes and productivity if the new job involves substantial increases in responsibility and autonomy. Participation

in problem-solving which does not alter the primary task and job rotational schemes that do not add responsibility and challenge tend to achieve only short-term motivational impact and payoff.

4. Worker participation programs become encapsulated and eventually die out if there are no provisions for altering the organizational context to be congruent with the values and behaviors of the participation program. This can take a variety of forms:

a. Supervisors fail to change their day-to-day behavior toward the workers in a manner which recognizes their dignity.

b. Middle and upper management cease their responsiveness to worker suggestions after the initial enthusiasm is over.

c. The pay system fails to acknowledge the new activities and contributions of workers.

d. Participating workers develop distorted perceptions of their own promotability and value to the company, and become disillusioned by their inability to advance.

e. Supervisors resent the increased attention to workers, and undermine the program by failing to cooperate with the groups.

f. Workers fail to secure cooperation from staff and technical support groups in areas where they are needed resources.

g. Corporate personnel place requirements for day to day reporting, short-term performance, and staff initiated project implementation on the local site. These corporate demands may be incongruent with the innovative system which the local site is trying to install.

h. The advocates of the participation program are fired or transferred out of the system, leaving a void of management support.

All of these occurrences are indicative of an essential cultural reality. Many American organizations embody a hierarchical, departmentalized structure, a set of management assumptions and a set of behaviors which discourage employees from taking initiative, accepting responsibility and cooperating with one another. The unlearning of these assumptions and behaviors would require nothing short of a conscious attempt to alter the culture of the organization, something which some organizations (e.g., Honeywell, Cummins Engine, Westinghouse) are systematically setting out to do. One by one, the components of the system will need to be examined to determine whether they fit with a system which expects employees to contribute ideas and take initiative.

5. Many participative experiments underestimate the amount of training and learning necessary to support worker involvement. Workers need exposure to problem-solving, group process and business concepts. Managers need training in facilitative and

responsive skills necessary to work with groups of workers who are taking responsibility for decision-making. All levels need to learn the basic human interaction skills necessary to treat others with dignity and respect. In addition, workers and managers need to learn a new set of assumptions and a new set of behaviors required to examine and refine one's own social system. This process requires a group to generate alternatives, consider feedback, encourage diversity and be sufficiently committed to the well-being of the organization as a whole to contribute to and abide by a consensus.

6. Workers sometimes reject the participation program. Often this reflects the official position of a union which sees a threat to its long-term institutional strength. Union and non-union employees often perceive participation programs as management manipulation, in which workers are expected to contribute something for nothing. Managers frequently perceive a participative program as something they are doing "for" the workers; workers detect this attitude and judge it as at best paternalistic and at worst deceptive.

Is Change Worth The Effort?

Participative systems in both Japan and Europe are expressions of their own cultures, although manifestations of radically different cultural assumptions. American ventures into participative problem-solving efforts, on the other hand, have largely been perceived as "special programs" which are being introduced into the organization. The first task for American managements who are serious in their efforts to create high involvement organizations is to understand that they are considering a management style which is a radical departure from the status quo. They must expect to go through many phases of trying things out, examining them, and learning from them. Participation will only become a part of the day-to-day management style if individuals are willing to try out new behaviors and learn new ways of looking at the world. This transition will not be effective if it is perceived as a special program.

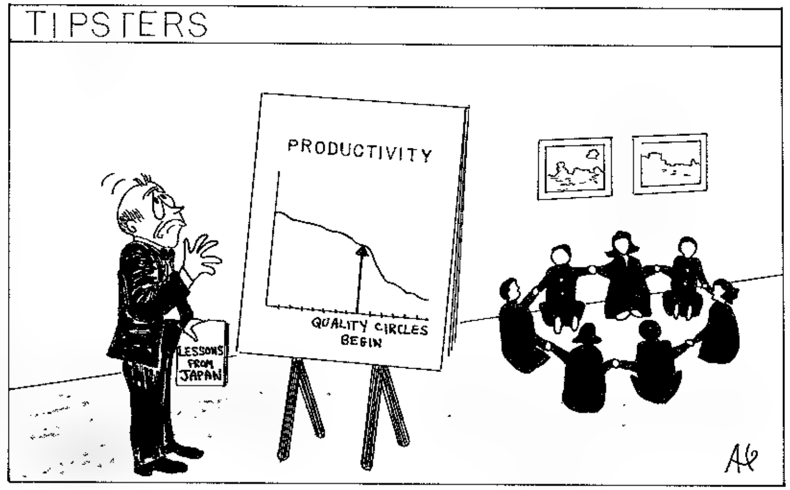
The desirability of effecting such a large-scale cultural reorientation in our organizations remains a subjective judgement. There are forces, such as the changing nature of our workforce, which argue strongly that increasing participation and involvement must occur. Today's workers are more highly educated and rights conscious and have higher expectations for participation than did their predecessors. Other forces, such as the increasing technological capacity for centralized control systems, the increasing worker concern with leisure and the decrease in

organizational commitment among workers at all levels, seem to favor less participative settings.

The internal operating inefficiency which results from underutilization of human resources is a serious threat to productivity. There are other threats, however, which are beginning to be felt and voiced by American businesses. Energy and resource shortages, an aging workforce, technological advances and the attendant problems of automation, and the burgeoning costs of information processing and declining white collar productivity are but a few of the challenges of the decade. It is incumbent on American management to consider how a strategy of participation may be congruent or incongruent with a strategy for dealing with these major societal issues. The value of participation lies in the problems it can help address.

Ultimately it will probably not be the evaluation of scholars as to its productivity impact that will determine whether participation becomes part of American work settings. Value will be placed on participation by those who participate. Human aspirations for themselves and hopes for their society will provide the driving force for the kind of organizations which emerge.

This paper was adapted from a presentation at the 1982 APA convention. The full text and references can be obtained by writing the author at the Center for Effective Organizations, Graduate School of Business Administration, University of Southern California, Los Angeles, California 90007.



"Something must have been lost in the translation."

PERSPECTIVES ON INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND UNIONS REVISITED

By GREGORY E. HUSZCZO

In May, 1976 I reported in **TIP** (Vol. 13, No 2) on a decline in the number of articles written by psychologists concerning unions and union-management relations. The decade following World War II represented the time period when psychologists demonstrated most interest in labor. This coincides with what has been called "the Golden Age of research and discussion on Union Democracy" (Strauss, 1977). The dropoff in articles published by psychologists on unions led me and others to express concern about the management bias apparent in the literature, training and practice of I/O Psychology. Gordon and Burt (1982) suggest that the relative neglect of unions by industrial psychology in America can be traced to two sources: 1) Union leaders distrust psychologists since we are associated with management, Taylorism and union-busting, and 2) the demand for our research and services by management has led many I/O psychologists to take the line of least resistance.

There have been several calls to reverse this trend, and the Public Policy and Social Issues Committee of Division 14 of APA launched a major effort to increase union-psychologist interactions in 1978. An update of the table (see Table 1) reported in my 1976 article verifies some resurgence of interest in publishing union-related articles in psychological journals in the last decade. Further evidence of increased interest by psychologists in unions is the program time allocated to the topic at recent APA Annual Conventions (e.g. "Union Personnel Look at I/O Psychologists" sponsored by Division 14 in 1979 and this year's "Union, Health Coalitions and Psychology" sponsored by the Board of Professional Affairs/COPP). Last year an entire issue of the *International Review of Applied Psychology* (Vol. 30, No. 2, April, 1981) was devoted to the topic of psychologists and unions. Furthermore, two recent chapters (one by Jeanne Brett and the other by Thomas Kochan) in Staw and Cummings', *Research in Organizational Behavior* covered the topic of research on unions. Although a case can still be made that I/O psychologists are typically more management oriented, unions and their members are increasingly being viewed by psychologists as important subjects for research studies and as clients.

Table 1

Articles In Psychological Abstracts Dealing With Unions*

Years	Union	Union Mgt. Relations	Labor-Mgt. Relations	Labor	Total I/O Psyc Articles	% Unions of I/O Articles
1927-29				9	576	1.6%
1930-32	1			2	851	0.4%
1933-35				1	853	0.1%
1936-38				2	795	0.2%
1939-41			3	10	694	1.9%
1942-44				6	964	0.6%
1945-47	2			39	1314	3.1%
1948-50	6		18	102	1521	8.3%
1951-53	17			66	1575	5.3%
1954-56	22			47	2113	3.3%
1957-59	28	9		15	1978	2.6%
1960-62	11	12	7	2	1767	1.8%
1963-65	8	13	11		1887	1.7%
1966-68	4		26		2160	1.4%
1969-71	1	4	2	5	2445	0.5%
1972-74	8		24	1	3249	1.0%
UPDATE:						
1975-77	23		36		3918	1.5%
1978-80	43		58		3681	2.7%
1981	23		23		1569	2.9%

*Figures for "Union" represent the sum of articles listed under *Labor Unions* plus *Labor Union Members* plus *Unions*. Figures for "Labor-Management Relations" equal articles under *Labor Relations* plus *Labor-Management Relations*. The years 1968-1972 listed no articles under *Labor* or *Unions* but referred to *Personnel/Industrial*. Figures for those years represent the frequency of articles listed as subtopics *Labor-* or *Union* under the heading *Personnel/Industrial*. Figures for the last column for years 1927-1969 come from H. Melzer's article, "Industrial Psychology in Psychological Abstracts, 1927-1969" (*Journal of Psychology*, 1971, *78*, 125-137). Figures for 1970-1981 represent the number of articles listed under the heading of *Applied Psychology*.

But what about American labor union interest in psychologists? Recently, APA's Board of Professional Affairs formed a task force (in part) to explore this side of the issue. I am the only I/O psychologist on this task force. We sent surveys to all national, international and independent unions to determine the priority unions attach to benefits and efforts of interest to psychologists, union opinions of psychologists and the extent to which unions perceive a need for services that psychologists can offer. We received responses from 48 unions, which represents approximately a 30% return of the unions we were able to

contact. Preliminary analyses produced some results of interest to Division 14 members.

Unions were more prone to hire professionals from fields other than psychology (e.g. sociology, economics, social work) to perform services such as research, counseling, training and consulting. They considered productivity, quality of worklife, and employee assistance programs to be important, but relatively less important than the traditional issues of wages, benefits, worker protection and job security. Thirty-five percent of our sample agreed with the statement, "The techniques used by psychologists to improve the work environment are worthwhile" and only 8% disagreed (56.3% marked "No Opinion"). Twenty-seven percent felt "Psychologists can be helpful to unions in their continued growth and development" (to which 12.5% disagreed and 60.4% stated "No Opinion"). While 23% agreed that "Psychologists can serve as a neutral third party in joint union-management efforts, 32% disagreed (45% "No Opinion"). The large percentage of union respondents choosing the "No Opinion" category to these questions may indicate some caution on their part or may mean that union leaders are typically uninformed as to what psychologists could offer their movement.

Table 2 presents the means and standard deviations representing the perceived need for some services that could be offered by psychologists. A four point response format was provided where 1= No Need and 4= Definite Need. On one item, over one-half (51.1%) of the unions stated a "definite need" for the service and that was to "Develop strategies to increase participation in union activities." Overall, the results seem to indicate "some interest" on the part of unions in a variety of services that could be offered by Division 14 members. This fact, in conjunction with the apparent increase in interest in unions on the part of psychologists, adds credence to the statement:

> "While the future holds promise for the development of psychology in union organizations, attainment of this objective is not without foreseeable problems. Obviously, labor leaders will find it troublesome to study industrial psychology to better understand its potential for providing assistance in the stewardship of unions . . . Likewise, psychologists may find burdensome the task of learning about unions and overcoming the initial reluctance of labor leaders to participate in their research projects" (Gordon & Burt, 1982, p. 152).

Any Division 14 members interested in more detailed results of the survey or information concerning APA's Task Force on Unions may contact me through the **MSOD Program, College of Business, Eastern Michigan University, Ypsilanti, MI 48197.**

Table 2

Need for Psychologists' Services
(N=48)

		Mean	S.D.
1.	Reduce work related stress	2.96	0.99
2.	Develop strategies to increase participation in union activities	2.89	1.32
3.	Establish alcoholism and other drug abuse assistance programs	2.82	1.04
4.	Develop leadership training programs among union members	2.73	1.19
5.	Improve communication between union leadership and members	2.69	1.22
6.	Conduct research on factors related to enhancing union effectiveness	2.64	1.09
7.	Improve communications between union and management	2.64	1.16
8.	Consult with unions on enhancing the public's image	2.63	1.22
9.	Provide conflict resolution training to aid grievance handling	2.58	1.13
10.	Provide training in bargaining techniques	2.51	1.18
11.	Provide personal counseling	2.41	1.02
12.	Conduct attitude surveys of the union membership	2.40	1.16
13.	Provide counseling to families of union members	2.37	1.00
14.	Consult with union staff on the techniques of QWL efforts	2.23	1.06
15.	Develop programs aimed at reducing absenteeism	2.16	1.09
16.	Train union leaders on management skills needed for own office staff	2.14	1.13
17.	Provide career planning counseling	2.04	1.06
18.	Provide classes/workshops in the union hall	2.02	1.09
19.	Evaluate disability cases	2.00	1.06
20.	Aid compliance with EEO Legislation in selection of apprenticeships	1.60	0.96

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PROFILE: Edwin A. Fleishman

Last July Division 14 Past-President Ed Fleishman received an honorary degree of Doctor of Science in Social Science from the University of Edinburgh. The laureation address read on the occasion puts Ed's contributions in the context of the historical development of I/O Psychology, so it is reprinted here in its entirety (including the British spelling).

The early years of Edwin Fleishman's professional life are worth recounting in detail: they give a powerful clue to the man.

In 1945, he took a science degree with honours, majoring in chemistry, from Loyola College in his home town of Baltimore and immediately enlisted in the United States Navy to be trained in electronics. His free time during his final year at College and in the Navy was spent pursuing a newly found interest in psychology. When the war ended he became a 'demobilization counselor' helping sailors to become civilians, and after his own discharge he entered graduate school at the University of Maryland in the Department of Psychology. His M.A. thesis was on methods for observing the formation of consumer preferences and an account of an experimental application of this work was accepted for publication by the Journal of Applied Psychology - a journal he was later to edit with characteristic dedication and thoroughness. After leaving Maryland and marrying a fellow psychology student, Pauline Utman, he worked for a while on occupational skills and selection techniques at the Army Personnel Research Office in the Pentagon before moving to Ohio State University as assistant in a novel interdisciplinary programme of research on leadership. In 1950 he was awarded the International Harvester Research Fellowship under which he carried out studies on leadership and organisational climates which were to prove decisive for the development of the field. He obtained his Ph.D. in 1951. He was twenty-four years old.

Of course the late 'forties and early 'fifties in America were the right time to be young, talented and an applied psychologist. Both World Wars gave an impetus to the discipline, the Second much more than the First, and its evident practical value was seized upon by post-war industry and business operating in a world increasingly interested in the optimal use of human resources.

In 1950, industrial psychology was still predominantly concerned with the individual worker; change at work was to be effected by changing individuals, by selection and training. But the role of the supervisor as leader was coming under scrutiny and Edwin Fleishman was studying what was generally known as 'human relations' training. His early work opened a new era by showing that the way in which people supervise is dependent upon the way they in turn are supervised: as the manager manages, so the supervisor supervises, whatever the training. From early industrial psychology grew what was to be known as 'organisational psychology': the study of individuals, their work group, their department and the total organisation in which they work.

It is not difficult to guess the extent to which the young Edwin Fleishman's own performance as a worker was a response to the quality of just that organisational climate identified as significant in his research - he was fortunate in the places he worked and in his colleagues. Nor, perhaps, is it surprising that from 1963, following six years at Yale and a year in Israel on a Guggenheim Fellowship, he has chosen to spend his life creating an environment for research by leading and directing major research organisations.

Between 1963 and 1975 he expanded the initially small Washington office of the American Institutes for Research in the Behavioral Sciences into an organisation having 130 staff working in several institutes with interests ranging from human performance to organisational effectiveness and including international programmes in developing countries. In 1976 he was appointed founding president of the Advanced Research Resources Organization, which carries out investigations of the performance of individuals and organisations and into manpower resources.

But leadership, whether as a field of study or as a manifest personal skill, is only part of the story. Between Ohio and Yale - that is, between 1951 and 1956 - Dr. Fleishman worked in Texas at what was to become the Air Force Personnel Training and Research Center and this allowed him to develop his other main interest in perceptual and motor skills. By introducing a taxonomic approach, he was able to combine in the analysis of human skills two distinct branches of scientific psychology: the study of individual differences and experimental investigations of the universals of human behaviour. This major advance led to a better understanding of how skilled tasks should best be classified, how to measure the basic abilities which contribute to the performance of particular tasks, and how to design training schemes that develop those abilities.

Dr. Fleishman's enduring and continuing contributions to research into leadership and on the performance of tasks have been recognized by his professional colleagues in many ways, including, in 1980, the presentation of the American Psychological Association's 'Distinguished Scientific Award for the Applications of Psychology'. Since 1974 he has been President of the International Association of Applied Psychology whose next congress is to be held in Edinburgh later this month.

In each area in which Edwin Fleishman has worked, the starting point has been a problem in the real world; he has taken the problem away for systematic and thorough research and brought back a major contribution to its solution. Straddling and binding the spheres of basic research and application, this is applied psychology at its very best.

I/O PSYCHOLOGY IN SWITZERLAND
NEW DEVELOPMENTS

By H. PETER DACHLER

When talking about new developments in I/O psychology in Switzerland, one has to remember that Switzerland is not even the size of New Hampshire, although it maintains 10 state and federal universities and institutes of technology. Furthermore one has to realize that because of its small size and location in the heart of central Europe, it is difficult to speak of newness (whatever that means in our field) only in the framework of Switzerland. Rather, what I see as some interesting developments in Switzerland must be understood as European phenomena. Finally, one must be aware that in Switzerland the I-side of our field is much more heavily emphasized, to the point that organizational psychologists in the American understanding of this discipline are hardly trained in Switzerland at all. At my university we are working on filling that gap slowly.

I/O PSYCHOLOGY INTERNATIONAL

A TIP Series

Industrial Psychology

Within the industrial psychology domain, the output in Switzerland is difficult to distinguish in principle from the dominant output of industrial psychology in America. There are some clear differences in emphasis, however. Selection in Switzerland, for example, receives relatively little if no significant research attention. Clinical personality assessment procedures, together with graphological procedures in describing the total personality, are still widely used in the selection of, in any case, higher level personnel, with little or no formal validation procedures. You have to remember, however, that nearly 75% of Swiss institutions belong to the category of small business, so that statistical validation procedures become much more difficult. Great attention is given to the redesign of work and quality of work life (in a limited sense, in that it focuses only on the immediate work place). Different from the Americans is a much greater emphasis on and sophistication in integrating broad theoretical perspectives, be they

certain basic assumptions emerging from anthropological disciplines or very interesting applications of Piaget's epistemological insights in understanding basic reactions to and behavior at work. Finally, considerable attention is now given to the impact of microelectronics in the work setting on attitudes and behavior at work.

While research in the industrial area is often more theoretically advanced, i.e. broader, recognizing societal feedback loops, etc. than in America, the design and analysis technology of the dominant research in Switzerland tends to be considerably less sophisticated. Swiss could learn a great deal in methodology from the Americans. But the Americans could and should pay a great deal more attention to the theoretical ideas that have emerged in Europe. As a matter of fact, this year's Annual Review chapter on Organizational Development, written entirely by Europeans, is a good example of the growing disenchantment by Europeans in general with American dominant theoretical thought in our field, which in the perspective of a growing number of Europeans is simplistic, reductionistic, still completely embedded in positivistic epistemological assumptions, and clearly imprisoned in the rational - mechanistic - technomorph perspectives of human nature as well as of the nature of social organizations.

I think that the two potentials-the American research sophistication and the European theoretical sophistication, which comes from their much broader education and long tradition in incorporating basic philosophical issues into their theoretical thinking - speak to the fact that a greater integration across the ocean might be of some help. However, while I see the Europeans being quite familiar with the English literature, the so-called language barrier often put up by American colleagues needs to be overcome, in order to get better access to a rich and heterogeneous theoretical literature available in Europe.

Organizational Psychology and Theory

In the area of organizational psychology and organization theory, some exciting, new, and in the international organization literature still largely ignored, developments are taking place that have had their origin in a major attempt to develop overall systems perspectives of business administration. These developments are also tied to the important debate in the late 60's and 70's in German sociology, especially within the Frankfurt School, regarding the limits of logical positivism for the understanding of social phenomena, a debate that ten years later now seems to be restarting in America. Better late than never, I guess.

"...American dominant theoretical thought in our field...is simplistic, reductionistic, still completely embedded in positivistic epistemological assumptions, and clearly imprisoned in the rational, mechanistic, technomorph perspectives of human nature as well as of social organizations."

Basic insights from research and theoretical work that have so far emerged and are currently being worked on are the following:

Limits of psychology and its basic assumptions

The view of human beings as elements of social systems is intimately connected with our perspectives of what organizations are. While not a very profound statement, its implications are enormous and for the most part never made explicit and reflected upon. In this respect the discipline of psychology, based upon its dominant paradigms, is helping to sustain some basic myths and outright fallacies of what the crucial questions regarding the nature of organizations and human behavior in that context are.

To oversimplify, psychology has as its main unit of analysis the single individual within his or her immediate environmental context. The individual in the traditional laboratory tradition is seen as having certain characteristics which in interaction with separately existing attributes of the immediate environment are believed to explain certain individual behaviors and attitudes. Moreover, organizations are seen as the complex sum of individuals.

Organizational problems are invariably seen as individual problems. Individuals are not producing enough. Individuals are not motivated, they have the wrong attitudes, they leave the organization, don't turn up on time, make wrong decisions, provide filtered information, etc. Psychology then sets out to find the causes for all these individual problems, by looking at personal characteristics like ability, perceptions, personality, etc., or at certain, usually isolated environmental characteristics, like size, turbulence, scarce resources, leadership style, task characteristics and attributes of coworkers, or at the interaction of these personal and environmental characteristics. The assumption is made in psychology that personal and environmental variables exist as separate realities, giving little attention to the growing recognition that environment cannot be defined apart from the behaviors and

cognitions of the individuals that make up, or better, actively construct the environment.

Also, organizational psychology labors under the assumption that if we can change the behavior, especially production-related behavior, of individuals in the organization, as well as their motivation, attitudes and cognitions, the total organization will be, on the basis of the aggregation assumption, more productive and efficient.

Finally, organizational psychology within the positivistic epistemology attempts to explain individual behavior in organizational settings on the basis of one-way causal influence patterns. This is done on the basis of the assumption that organizational problems can be rationally and unilaterally controlled, and organizations can be monocentrically (i.e. by some central powerful coalition) designed to achieve some preexisting goal, similar to the way an engineer can design a machine for the achievement of a particular purpose and control and steer it on the basis of specific knowledge about the causal interdependencies among the machine's elements. Basically this view from psychology about the nature of individual behavior and the nature of organizations was appropriate and theoretically useful in a research culture still tied to the basic experimental laboratory tradition of psychology. If we are interested in abstract generalized individuals, disconnected from their historical, social and cultural embeddedness in the way that lab experiments have invariably designed their realities, and if we are interested in organizations which we see as only having a few dimensions which we pick out as relevant based upon our values and interests, not based upon the total complex nature of ongoing organizations, then our current dominant approach to asking research questions may make sense. However, we will have to live with the consequence that for most of the pressing organizational problems with which our increasingly organized world is faced, our questions, and of course also our answers, are essentially irrelevant. Given our progress over the last decades, such a conclusion would not be hard to support in the available research literature.

Complexity and some basic neglected properties of social systems

The basic problem as some of us see it in Switzerland and as is seen by a growing number of scholars in general, who often do not have their disciplinary origin in psychology, is the fact that we have not yet recognized the importance of complexity in most social phenomena and ways to deal with complexity from a scientific point of view.

There is no space to even begin a discussion of the complex problem of complexity. But the basic issue is the recognition that most organizations and their environments which capture our interest and concern can take on an enormous variety of states and patterns of states. This variety is based upon the interaction among the elements, be they subgroups or individuals, physical things, or technologies. The importance of interaction here refers to the complex interdependence, often in interrelated cyclical fashion, rather than our linear conception of interdependence.

This implies that the traditional view of rational, goal-directed individual behavior in organizations, which summed together produces rational, goal-directed behavior of complex organizations, describes either a mere myth, a construction of reality which misses most of the crucial attributes of the real world organizations, or it describes only a small part of organizations which are relatively simple, as for instance our overconcern with small leader-subordinate-groups from which, however, we dream of generalizing to complexly intertwined overall organizations.

Instead we have to recognize and develop the theoretical consequences of the following types of propositions regarding organizational behavior:

- Individuals lack the information processing capacities to deal with the amount of information required to understand and control the vast and cyclical interconnections inherent in complex social systems.
- And even if individuals had such super brains as to be able to process the huge amount of necessary information, it would be difficult for them to be able to be aware of, recognize and perceive the total complexity, i.e. the total pattern of links, connections, and vast interdependencies, a fact which has been increasingly demonstrated by ecological research and by suggestions for ecological policies by governments.

Thus, people impose a certain schema, preconception, template on the complexity which guides what they perceive, what they carve out as relevant and with respect to what they, as individuals, act. But those templates must, by definition, be inadequate representations of the existing complexity. Thus, goals emerge out of an attempt to figure out or make sense of the complexity rather than the other way around, as most motivation and decision theorists still want us to believe. The Lockeian goal theory works well in the lab and in simple circumstances like logging crews. But our current conceptions of motivation or leadership are hopelessly inadequate for understanding these processes in complex organizations.

The crucial issue is not the understanding and prediction of individual behavior in organizations. Nor can the expressed points of view by individuals tell us much about the overall social systems rules and the order they imply, because individuals cannot, in principle, be aware of them. Thus, surveys of individuals and the aggregation of individual results miss many crucial properties of social systems.

Postulates on Leadership and Management

Perhaps I can give you a flavor of what all this could imply by ending with a few postulates we have developed on leadership and management:

1. Dominating paradigms start with the assumption that either management can be characterized with the general formula "getting things done through people" or management has to do with functions like decision-making, planning, organizing, influencing people etc. What is missing in this perspective is the nature of the phenomena (i.e. social system) being managed.
2. Management from a social system perspective is fundamentally the issue of design, change and development, and control (in the setting of directions sense) of total social systems in their environment. Thus, leadership of people or managing different functional activities is only one aspect of management. Furthermore social systems are not managed by a top manager or a powerful coalition of managers; instead social systems in their environment are designed, changed and developed, and are controlled by many "managers", some of whom are so designated by rank; others, including "workers" or non-managers, do so in fact.
3. As a consequence, management is not a monocentric set of behaviors through which social systems are designed, developed and controlled, but a polycentric process including social, political, evolutionary, self-designing, non-predictable (in the traditional sense) processes, which cannot be reconstructed on the basis of the behavior of single managers, or single individuals, or single (functionally cohesive) groups.
4. In place of mechanistic, one-way causal, or even reciprocal deterministic perspectives of management and control of social systems we are attempting to develop "organismic" perspectives of social systems and their management, which involves issues like spontaneous order, fuzzy/soft control, cyclical or helical cognitive processes involved in social interactions and basic evolutionary processes that define management.
5. Instead of only or primarily satisfying or optimizing criteria of management effectiveness, the social systems perspectives

dictate "manageability" criteria of effectiveness. Profit-oriented or economic criteria are subsumed under more general criteria of viability.

6. All of the above conceptual elements presuppose some fundamental rethinking of epistemological processes and assumptions guiding our research and our criteria of scientific validity and objectivity.

H. Peter Dachler, formerly of the University of Maryland's I/O Psychology faculty, is now at Hochschule St. Gallen, Switzerland. This paper is from a 1982 APA symposium presentation.

FAIR EMPLOYMENT DEVELOPMENTS

James C. Sharf

The New Joint Technical Standards: Legal Problems for Clinical Practice?

The Joint Technical Standards for Educational and Psychological Testing Committee, chaired by Melvin Novick, was to meet in early January to prepare the latest draft of the Joint Technical Standards (JTS), which will be sent to the governance structure of AERA, NCME and to APA officers, committees, divisions and boards in February. To date, a number of divisions have appointed committees to comment on the draft JTS (such as Division 14's chaired by Jack Bartlett) and other divisions are in the process of doing so. The divisions will be formally asked by the JTS Committee to comment on the February '83 draft.

Meanwhile, various individuals have reviewed and commented on drafts of the numerous JTS chapters which have been in circulation. Although the Standards are of obvious interest to Society members, many clinicians are apparently unconcerned, believing them irrelevant to their work. This assumption is erroneous, according to one clinician who is also an attorney, Barbara Lerner. Noting that "test" has been defined to include "interviews, therapy sessions, behavioral observations, rating scales and psychosocial histories", she infers that decisions made on these informal approaches will require the same rigorous statistical support now required for psychometric instruments familiar to I/O psychologists. She believes this will make clinical psychologists considerably more vulnerable to tort liability than before.

Lerner wrote the following to Chairman Novick:

"...I believe this document (draft JTS) should be shelved and a new attempt at revision postponed until the extreme but temporary politicization of testing abates and all parties concerned have a chance to achieve some perspective on the events of the recent past, and on their implications for psychology as a whole. In the meantime, I think it should be a serious, indeed a historic mistake for the American Psychological Association to lend its imprimateur to these standards for three main reasons: 1) because it would further erode APA's reputation for scientific neutrality; 2) because it would change the character of whole fields of practice in psychology, bureaucratizing them to a hitherto unknown degree and 3) because it would open the door to a rash of new lawsuits, aimed, this time, at clinical psychologists, imposing a potentially crushing burden of legal liability upon them by virtually outlawing the use of clinical judgment." (An open letter to clinicians from Lerner is expected to be published in the APA Monitor).

As our clinical colleagues come to appreciate the implications of the JTS proposal, it is increasingly likely that the first-hand knowledge of test litigation issues by the Society and its individual members will be sought. Since Division 14 has had undoubtedly the greatest wealth of adversarial experience in testing litigation, where the practice of applied measurement has been challenged against various "guidelines," *Principles,* and the present APA *Standards,* we have the responsibility of sharing our learning and accumulated knowledge of the "adversarial realities" to help make APA a better organization for all psychologists. Our votes within the governance structure of APA, of course, pale to the number of clinicians who dominate Council, and they become instrumental to the eventual "success" of the JTS.

The February '83 draft JTS will be available for $3.50 from the **Office of Scientific Affairs, APA, 1200 Seventeenth St. NW, Washington, DC, 20036.** The JTS Committee will circulate yet another revised draft to the governance structure of the three sponsoring organizations in August '83 with public hearings scheduled for the Fall of '83. A final draft of the JTS will be sent to the sponsors in early '84 and a final vote of Council is scheduled for the '84 APA Convention.

GRADUATE PROGRAMS SURVEY

A new 1982 *Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior* is now available. Copies may be obtained from the Chair of the Education and Training Committee, **Charles L. Hulin, Psychology Building, 603 E. Daniel Street, University of Illinois, Champaign, Illinois 61820.**

CALLS

Collaborative Research Pairs or Groups

Psychological researchers are wanted as subjects for a research project on long-term, stable collaborative research pairs or groups. Criteria for inclusion in the study are (1) voluntary collaboration of several years' duration, and (2) a high proportion of publications authored by group members with other group members, rather than sole-authored or co-authored with scientists outside the collaborative group. If you or someone you know meets these criteria, please write to **Hannah Rothstein Hirsh, Room 3H35, U.S. Office of Personnel Management, 1900 E Street, N.W., Washington, D.C. 20415, or call (202) 632-8502.**

Organizational Behavior Publications Awards

The Organizational Behavior Division of the Academy of Management announces its annual call for nominations for its "New Concept Award" and "Showcase Study Award". Both awards are for publications appearing during 1982 in recognized outlets that are generally available to Society members. Recipients of the award need not belong to the Academy.

The New Concept Award is given for the most significant contribution to the advancement of theory and/or method in organizational behavior research. The Showcase Study Award is presented to the best empirically-based research publication (involving conceptualization, operationalization, and data analysis) on an issue of importance in organizational behavior. Award winners will be presented a recognition plaque and cash award at the OB Division's business meeting at the August 1983 National Academy meeting in Dallas.

An Academy of Management member may nominate one publication for either or both awards, but no member may nominate more than one publication per award; self-nominations will not be accepted. Nominations should be by letter and include (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation of the nominated work(s).

Send nominations by May 31, 1983 to **James Terborg, Department of Management, College of Business Administration, University of Oregon, Eugene, OR 97403.**

Postdoctoral Research Associateships

Postdoctoral and Senior Postdoctoral Research Associateships in the Naval Submarine Medical Research Laboratory, Groton, CT, offer opportunities for research to candidates approved by the Laboratory and recommended by the National Research Council. Opportunities exist in the Auditory, Behavioral Sciences, and Vision Departments. For further information and application materials write to **Associateship Program (JH608-N3), National Research Council, 2101 Constitution Avenue NW Washington, DC 20418.**

Papers on Computers, People and Productivity

The *Journal of Organizational Behavior Management* will be publishing a special issue on the topic of "Computers, People and Productivity." Computerization can markedly increase productivity and remove the drudgery from many tasks. It can also be a source of unremitting stress, cause fundamental change in the nature of work, and produce fear, conflict and threats to the existing organizational structure. The purpose of this special issue is to explore these opportunities and pitfalls with special emphasis on the role of organizational behavior management in the "people" side of the equation.

The issue will contain reviews and discussion articles, reports of original experimental studies, and case studies. The journal invites the submission of original works in any areas relevant to the theme by August 1, 1983. For sample topics and additional information contact **Lee W. Frederiksen, Editor, Journal of Organizational Behavior Management, Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.**

New Developments in Organizational Behavior

Preprints, technical reports, talks and reprints on the "cutting edge" of our field could be publicized in periodic columns in the Sunday business section of *The New York Times* or a monthly column in *Working Woman* magazine. All use is cleared with the researcher and accurate attribution is assured. Send to **Marilyn Machlowitz, 211 East 35th St., New York, NY 10016.**

IN MEMORIAM

Floyd L. Ruch, 1903-1982

Floyd Ruch was not an industrial psychologist in the abstract, hidden from the world and pouring over data. He was a real person, who lived and breathed industrial psychology - - a man who would spend hours with friends and students in spirited discussions about the key psychological issues of the day. Thus, he contributed to the field not only through his own work but also through inspiring others.

Floyd was graduated with a Ph.D. in Psychology from Stanford University in 1930. After a fellowship year at the Sorbonne in Paris he assumed research positions at the Psychological Corporation and then Opinion Research Corporation. His activities in the war and defense efforts included directing the selection, evaluation, and training of combat leaders and crews for cargo-laden combat vessels. In 1952 he became president of his own consulting firm, Psychological Services, Inc., a post he held until his death in November, 1982.

His teaching career included assignments at the University of Illinois and Penn State and 31 years at the University of Southern California, where he also headed the business and industrial psychology program from 1942 until 1968. His popular text, *Psychology and Life,* was first published in 1937.

A past President of Division 14, he also served two terms as President of the Division of Teaching Psychology. He was President of the California Psychological Association and the Western Psychological Association.

Floyd, despite his accomplishments, never became stuffy. His genuineness, his kind treatment of students and friends, his incisive thinking, and his quick wit all served to make him a human being, *par excellence.* Floyd Ruch was one Helluva guy.

-By Mary L. Tenopyr

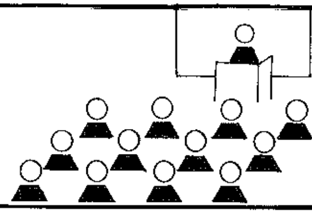
Hyman Meltzer, 1898-1982

Hyman Meltzer was co-director of the interdisciplinary Ph.D. Program in Organizational Behavior at Washington University at the time of his death in November, 1982. His career at the university began in 1928. His Ph.D. in Clinical Psychology was from Columbia University.

Meltzer was Director of the Psychological Services Center from 1934, Director of Human Relations for the Orchard Paper Company from 1953 to 1962, and for many years President of the Human Relations Research Foundation. A Fellow of Division 14, he was a past President of Division 13 (Consulting).

Meetings

Past and Future



Society of Organizational Behavior: Oct. 8-9, 1982

The Society of Organizational Behavior held its annual meeting in October in Seattle. Speakers and topics included Clay Alderfer with research on group dynamics of corporate boards of directors, Rich Arvey on the use of discipline in organizations, and Larry James on confirmatory analysis. Bob Guion spoke of stress for those working on video display terminals and Fred Fiedler addressed intelligence and job knowledge. Del Nebeker presented operant models for predicting productivity, while Gene Stone offered a simulation study of moderated regression.

- By Gary Latham

Greater Chicago Association of I/O Psychologists

The Spring, 1983 program for the Greater Chicago Association of Industrial/Organizational Psychologists is:

March 3: Chuck Hulin on latent trait theory and its applications to selection

April 21: Doug Bray on longitudinal studies of managerial lives

May 26: Larry Cummings and Jill Graham on causes and consequences of principled organizational dissent

For further information contact **Tim Stein, A. T. Kearney, Inc., 222 South Riverside Plaza, Chicago, Illinois 60606, phone: (312) 648-0111.**

New England Society of Applied Psychologists

The New England Society of Applied Psychologists (NESAP) is beginning its second full year of activities for applied psychologists in the New England area. This year's slate of speakers and topics include Chris Argyris - "Intervention and Organizational Development: Present Practice and Future Possibilities", Bill Galitz - "Human Factors in Office Automation", Barbara Karanian and Lowell Haynes - "Communication and Instructional Techniques of Applied Psychology in Organizations", George Prince - "The Effects of Norms on Thinking", Lew Stern - "Electronic and Media Devices in Applied Psychological Practices", David Rothberg - "Current Research Methods in Industry: Case Applications", and Paul Lawrence - "New Developments in Human Resources Management". Those interested in joining NESAP or getting more information should contact **Dave Cirillo, Director, 283 North Main Street, Sharon, MA 02067, phone: (617) 784-2866.**

Organization Development Information Exchange: May 17-20, 1983

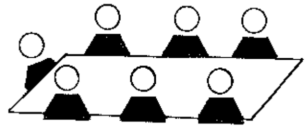
The 13th annual Information Exchange on "What is Happening in Organization Development" will be held May 17-20, 1983 on the Lake Geneva Campus of George Williams College in Williams Bay, Wisconsin. For further information contact **Don Cole, Organization Development Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026.**

Symposium On Applied Behavioral Science: May 19-20, 1983

The Department of Psychology at Virginia Tech is pleased to announce the Sixth Annual Symposium on Applied Behavioral Science. The theme will be "Use of Personality Assessment in Industry"; speakers include Anne Anastasi, Jon Bentz, James Butcher, David Campbell, Donald Goodenough, Robert Hogan, John Miner, Joel Moses and the winner of the Third Annual B. von Haller Gilmer Award (see announcement in November, 1982 TIP). For further information on the symposium or the Gilmer Award, write **David Bownas, Department of Psychology, VPI & SU, Blacksburg, Virginia 24061 (703-961-6581).**

TIP invites you to submit articles and news items of interest to our readers. Send submissions to the Editor, or present your ideas to any Editorial Board member.

THE DEADLINE FOR THE MAY ISSUE OF **TIP** is
MARCH 15, 1983



Committees

Continuing Education And Workshop

<> **Stan Silverman**

The Continuing Education and Workshop Committee will be sponsoring two upcoming workshops. Judi Komaki (Purdue) will be putting on a workshop on Industrial Behavior Modification in Atlanta on Wednesday, March 23rd. The workshop will be at the Atlanta Hilton following the SEIOPA (Southeastern Industrial/Organizational Psychological Association) meetings, and continuing education credits will be given. In addition, Dan Ilgen (Purdue) will be putting on a Performance Assessment and Feedback Workshop at the Fourth Annual Graduate Student Convention being held in Chicago March 25-27, 1983.

The Continuing Education and Workshop Committee met in Washington on December 2 and 3, 1982 to, among other things, begin planning for the ten pre-convention workshops that will be conducted in conjunction with the 1983 APA convention in Anaheim. The committee is thinking about the possibility of videotaping *one* of the workshops at APA this year. If any southern California Division 14 members know of an organization

that would be willing to donate the necessary equipment to videotape one half session, I would be most interested in hearing from you. Contact **Stan Silverman, OCG, 483 Overwood Road, Akron, Ohio 44313.**

Professional Affairs <> Rod Lowman

A CALL FOR COMMENTS ON THE I/O SPECIALTY GUIDELINES

By Ray Hedberg and Rodney Lowman

In January, 1980, APA adopted the *Specialty Guidelines for the Delivery of Services by Industrial/Organizational Psychologists.* These guidelines apply to all I/O psychologists and are intended to guide and direct the professional practice of I/O psychology. They aim to help assure high quality practice and to enhance the protection of the public.

APA's Committee on Professional Standards (COPS, formerly COSPOPS), which developed the initial guidelines in cooperation with Division 14, is now conducting a formal review to determine what revisions of the Guidelines, if any, are needed. We need your views to help the Society formulate recommendations to COPS about changing the Guidelines.

The definition of an I/O psychologist in the Guidelines bases training in either a Psychology Department or a School of Business but specifies a number of required areas of concentration. The specific Guidelines are grouped in three areas: (A) *Providers* states four individual requirements, such as specifying how one can move into the I/O specialty without initial doctoral training in the area, (B) *Professional Considerations* includes seven guidelines, such as the relevance of and compliance with legal regulations and statutes like licensure, and (C) *Accountability* addresses dealing with discriminatory or exploitative psychological practices and conducting evaluations of services. The reader is referred to the full text, with interpretations, of the Specialty Guidelines, which appeared in the June, 1981 *American Psychologist,* pp. 664-669.

The Society requests your views on these Guidelines. Please complete the survey on the next two pages and return it to Ray Hedberg of the Professional Affairs Committee, who is coordinating the Society's revision efforts.

Detach Here

SPECIALTY GUIDELINES SURVEY

Please complete the following survey of the Specialty Guidelines for the Delivery of Services by Industrial/Organizational Psychologists. See accompanying article for details.

1. Are you familiar with these Guidelines? Check one.

____ Yes ____ No ____ Vaguely

2. Is the definition of an I/O psychologist in the Guidelines, including required coursework, satisfactory?

____ Yes ____ No If no, why?

3. Are there any parts of the four "Provider" guidelines needing revision?

____ Yes ____ No If yes, explain.

4. There are seven "Professional Considerations" guidelines. Are these satisfactory?

____ Yes ____ No If no, why?

5. Do you have any suggestions for changing the "Accountability" guidelines?

____ Yes ____ No If yes, please explain.

6. What value do you see in these guidelines for the Society for Industrial and Organizational Psychology?

____ High Value ____ Some Value ____ Little or no value

7. How do you, as an I/O psychologist, regard these guidelines?

_____ Worthwhile and helpful

_____ Am not sure they are needed

_____ Needed but require revision

Comment

8. Has your organization or agency officially implemented the Guidelines or part of them?

_____ Yes _____ No

Comment

9. What is your present primary affiliation?

___ Academic ___ Consulting firm ___ Business ___ Government

___ Non-profit organization ___ Other (specify) ____________________

10. Other suggestions on the guidelines?

Name ______________________________________ (optional)
If you would like to be contacted for elaboration of any of your remarks, please check here ____ and provide a number and/or address.

____

____

Please cut out the survey and send it promptly to R.D. Hedberg, Southern Railway, Box 1808, Washington, D.C. 20013. Thanks for your help.

BYLAWS

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC.

ARTICLE I - NAME AND PURPOSE

1. The name of this organization shall be the Society for Industrial and Organizational Psychology, Inc., (hereinafter referred to as the "Society").

2. Its purpose shall be to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, labor unions or trade associations, and public agencies. In order to attain this objective the Society shall:

   2a. improve the qualifications and usefulness of industrial and organizational psychologists through high standards of ethics, conduct, education, and achievement;

   2b. advance the scientific status of the field, by such means as the encouragement and stimulation of sound research, the publication and communication of research findings, and the improvement of research methods and conditions;

   2c. facilitate the exchange of information and experience among the members;

   2d. improve opportunities and standards for training and development;

   2e. facilitate the growth and development of the field;

   2f. foster cooperative relations with allied groups and professions;

   2g. strive to eliminate malpractices of untrained and unethical practitioners;

   2h. contribute to the broad advancement of psychology.

The purposes for which this corporation is formed are purely scientific, professional, and educational and not for financial gain, and no financial gain shall ever accrue to any member of this Corporation, nor any other person or institution, in the conduct of same.

ARTICLE II - MEMBERSHIP

1. Membership in the Society shall be open to Fellows, Members, and Associates of the APA provided that applicants shall also satisfy the additional conditions stated herewith. An applicant for membership may be (a) Associate or Member of APA applying for membership in the Society, or (b) Associate of the Society applying for Member status, or (c) Member of the Society and/or APA applying for Fellow status in the Society and APA, or (d) Fellow in APA applying for Fellow status in the Society.

2. Fellows of the Society shall have met the standards set forth for Fellow status in the APA Bylaws, with the additional stipulations as stated below:

   2a. Fellows of the Society shall at the time of their election to Fellowship have been Members of the Society for no less than two years.

   2b. As evidence of having made an unusual and outstanding contribution or performance in industrial and organizational psychology, a candidate for Fellow status must have done work which is widely recognized and accepted by other members of the Society as having advanced their own thinking and practices. In order for this impact to have occurred, it is generally expected that he or she shall have generated new knowledge, formulations, or programs that contribute to theory, methods, or practices relevant to industrial and organizational psychology, and that these contributions will have been set forth in publications generally available to the profession or otherwise widely communicated through means such as participation in the programs and meetings of professional groups or associations. Fellows shall be entitled to the rights and privileges of the Society without restriction.

3. Members of the Society shall have met the standards set forth for Members in the APA Bylaws, with the additional stipulation that their professional activities, as demonstrated by research, teaching, and/or practice, shall be related to the purpose of the Society as stated in Article I, Section 2. Such activities may be performed in a variety of settings, such as private business or industry, educational institution, consulting firm, government agency, public service, foundation, or self-employment and shall represent the equivalent of at least one year of full time service in these activities. Such members shall be entitled to the rights and privileges of the Society without restriction. The designation Member as used in these Bylaws shall be deemed to include Fellows, except where there is an express provision to the contrary.

4. Associates of the Society shall have met the standards set forth for Associates in the APA Bylaws, with the additional stipulation that they shall be presently engaged primarily in professional or graduate work related to the purpose of the Division as stated in Article I, Section 2. Associates may not vote or hold office in the Society, but are entitled to all rights and privileges of the Society not specifically denied them by these Bylaws.

5. Foreign Affiliates or Student Affiliates of APA may become Foreign or Student Affiliates of the Society by application to the Membership Committee.

   5a. Affiliates shall not have voting privileges accorded to members of the Society, but they are invited to participate in the Society's program of activities.

   5b. Dues, if any, to be paid by Affiliates are to be determined by vote of the Executive Committee.

   5c. If dues are required of Affiliates, non-payment of dues shall be considered equivalent to resignation from Affiliate status.

6. The Membership Committee of the Society will receive applications for APA Member, Associate, and Foreign and Student Affiliate.

7. The Membership Committee will submit its recommendations to the Executive Committee prior to each annual meeting; the Executive Committee will act upon the recommendations of the Membership Committee and will nominate candidates for election as Member and Associate at the annual meeting. If an applicant is rejected by the Membership Committee, the applicant can submit his or her application directly to the Executive Committee or to the Members at an annual meeting provided such special action is requested in writing by five members of the Society. A majority of members present and voting at the annual meeting is necessary for election to the Society.

8. When an Associate of the Society transfers to Member status in the APA and applies for Member status in the Society, the application may be approved by the Executive Committee upon the recommendation of the Membership Committee.

9. The Fellowship Committee of the Society will review the qualifications of all persons nominated for Fellow status in the Society. A Member may be nominated for Fellowship by either a Member or Fellow of the Society. He or she must be sponsored by three Fellows of the APA, at least two of whom must be Fellows of the Society. The nominator may be one of the sponsors if he or she is a Fellow of the Society. Candidates for Fellow status in APA through this Society must also comply with the procedures prescribed by the APA for new Fellows.

10. The Fellowship Committee will submit recommendations to the Executive Committee prior to each annual meeting; the Executive Committee will act upon the recommendations of the Fellowship Committee and will approve candidates for election as Fellow at the annual meeting.

11. Approved candidates who are not already Fellows of APA, receiving a majority vote of the members present and voting at the annual meeting, are to be recommended by the Society to the Council of Representatives of the APA for final approval.

   11a. The APA is responsible for notifying such recommended persons of their election or rejection.

   11b. When a nominee for Fellowship does not receive approval by the Executive Committee of the Society (or the Membership), the Secretary-Treasurer of the Society will notify the nominator.

12. Nominees who are Fellows of the APA and who have been approved by the Executive Committee of the Society become Fellows of the Society by a majority vote of the Members present and voting. Such nominees are notified of election or rejection by the Secretary-Treasurer of the Society.

13. All elections to membership are validated by payment of dues upon presentation of the dues bill by the APA, and by satisfying any other regulations established by the membership of the Society.

14. Fellows of the Society shall be designated as Fellows, Members of the Society shall be designated as Members, and Associates of the Society shall be designated as Associates in Industrial and Organizational Psychology.

15. A Fellow, Member, or Associate may be dropped from membership for conduct which tends to injure the Society, or to affect adversely its reputation, or which is contrary to or destructive of its purpose. Action requires a two-thirds vote, taken by secret ballot, of the membership present and voting at an annual meeting. Such vote shall be taken only upon recommendation of the Committee on Professional Affairs or a special committee of three to be appointed by the President with the advice and consent of the Executive Committee to investigate the particular case. The Committee's recommendation shall be submitted only (a) after it has accumulated the relevant facts and has given the accused member an opportunity to answer the charges against him or her both in writing and by appearing in person before the Committee, and (b) after the committee recommendations have been reviewed and approved by a majority vote, taken by secret ballot, of the Executive Committee of the Society.

ARTICLE III - OFFICERS

1. The officers of this organization shall be: a President, a President-elect, the immediate Past-President, and a Secretary-Treasurer, together with the Division Representatives provided by the APA Bylaws.

2. The Division Representatives to the APA Council of Representatives shall be elected according to the Bylaws and regulations of the APA.

3. It shall be the duty of the President to preside at all meetings of the Society, to act as chair of the Executive Committee, to exercise general supervision over the affairs of the Society, and to be an ex-officio member of all committees.

4. It shall be the duty of the President-elect to serve on the Executive Committee, to preside in the absence of the President, to chair the Election Committee, and to carry out such other duties as may be delegated to him or her by the President.

5. It shall be the duty of the Secretary-Treasurer to issue calls and notices of meetings, of nominations, and of other necessary business, to maintain records of all members of the Society, to have custody of all Society funds and authorize disbursements, and to maintain liaison with the Executive Secretary of the APA. He or she shall serve as a member of the Executive Committee and as an ex-officio member of all standing committees.

6. The Division Representatives shall fulfill the duties outlined in the Bylaws of the APA. They shall also serve as members of the Executive Committee.

7. If there is an absence of one or more Division Representatives at any annual meeting of the APA, the President is authorized to appoint such alternatives as may be permitted by the APA.

8. In case of the death, disability, or resignation of any Society officer, the Executive Committee shall make a pro-tem appointmen to serve until a duly elected successor takes office to complete the unfinished term. Elections for unexpired terms shall take place at the next annual election.

9. Terms of office are specified in Article V.

ARTICLE IV - EXECUTIVE COMMITTEE

1. There shall be an Executive Committee of the Society, consisting of the President, the President-elect, the Secretary-Treasurer the Division Representatives, three Members-at-large, and the immediate Past-President.

2. The Executive Committee shall have general supervision over the affairs of the Society. They shall use mail ballots whenever it is deemed appropriate in matters affecting Society policy. They shall meet at least once each year, before the time of the annual Society business meeting, and shall make a full report to the membership at the time of the annual business meeting.

3. During time intervals between Executive Committee meetings, an Emergency Action Subcommittee of the Executive Committee shall be empowered to take action on behalf of the Executive Committee when, in the President's judgment, time does not permit contacting all members of the Executive Committee before an action is needed. The Emergency Action Subcommittee shall consist of the following four members of the Executive Committee: President, Immediate Past-President, President-Elect, and Secretary-Treasurer. Actions of this group require a unanimous vote. Any actions taken by this Emergency Action Subcommittee will be reported in full by the President at the next scheduled meeting of the full Executive Committee.

4. Wherever in these Bylaws the term "Executive Committee" is used, it shall be construed to mean and be equivalent to "Board of Directors" and wherever the terms "Executive Committee Member" or "Member of the Executive Committee" or the like are used, they shall be construed to mean and be equivalent to "Director."

ARTICLE V - NOMINATIONS AND ELECTIONS

1. The Election Committee (see Article VII, Sections 1 and 2) shall conduct and supervise all elections of the Society. The officers and members of the Executive Committee shall be elected by all members of the Society eligible to vote for each office.

2. The Election Committee, using the facilities of the Secretary-Treasurer, shall mail a call for nominations each year. The nomination ballot shall provide spaces for at least three names for each office to be filled. The following will govern the call for nominations:

   2a. Schedule of terms of office:
   President-Elect: to serve a term of one year, as President for the subsequent year, and as immediate Past-President the following year.

Secretary-Treasurer: to serve a term of three years.

Division Representative: to serve staggered terms of three years, or in accord with any rules set forth by the Bylaws of the APA governing their term of office. In the event that apportionment ballots would result in an unusual number of Representatives with identical terms, the Executive Committee will adjust the length of the term for one or more seats being contested at that time.

Members-at-Large: to serve staggered terms of three years.

2b. Eligibility for office - any Fellow or Member of the Society except:

President and President-elect during their terms of office.

Secretary-Treasurer during his or her first two years in office.

Past Presidents for office of President.

3a. The Election Committee of the Society shall count the nominating ballots and shall certify to the Secretary-Treasurer a list of names of persons, in rank order, who are nominated for each office, plus any persons nominated under Section 3, paragraph b, below. The Secretary-Treasurer shall prepare a ballot for all offices for which terms expire that year; the ballot shall include at least three and no more than five member-nominated nominees for the office of Society President-Elect and Secretary-Treasurer, and at least two and no more than four member-nominated nominees for each vacancy in the office of Member-at-Large. (See Section 4, below, for regulations regarding Division Representatives.) Before placing a nominee on the ballot the Secretary-Treasurer shall secure in writing a statement that the nominee is willing to be a candidate for the office. The Executive Committee may turn over the preparation of the ballot and the securing of consent to the APA office.

3b. At its direction, in order to promote better representation as to geographic location, sex, institutional affiliation, age, etc., of the officers of the Society, the election Committee may place one additional name on the ballot for each office for which election is being held, without reference to the results of the nominating balloting, provided the consent of the individual has been obtained.

4. Since Division Representatives are officials of the APA, the Election Committee shall send its list of ranked nominees to the Executive Officer of the APA before the date specified by the APA. This list shall include at least three times the number of nominees as there are offices of Division Representatives to be filled. The APA Election Committee is responsible for the election, but shall include at least two and not more than three nominees on the final ballot for each office of Division Representative to be filled.

5. The Society can conduct its nomination and elections of officers, other than Division Representatives (see Section 4), either through its own facilities or through the facilities of the APA. The Election Committee shall use the method decided upon by the Executive Committee.

6. All elections are to be by a preferential voting system, according to the procedure accepted by APA at the time of the election.

7. The Election Committee shall file a report with the Executive Committee, and shall report the names of election officials to the Members at the next annual meeting.

8. Officers shall assume office on the first day following the close of the annual business meeting at which their election was reported, except in the case of Division Representatives who will assume office on the first day following the close of the APA council of representatives meeting at which their election was reported.

9. In the event that the number of Division Representatives is reduced in accordance with APA Bylaws, the recall of Division Representatives will be accomplished by employing the following rules in sequence:

9a. Failure to nominate to fill expiring terms(s).

9b. Equalization of representation by length of term remaining; i.e., if two or more representatives have the same terms remaining, the appropriate number of representatives would be recalled by lot conducted by the Election Committee Chairman.

9c. By lot conducted by the Election Committee Chairman.

ARTICLE VI - MEETINGS

1. The annual meeting of the Society shall take place during the annual convention of the APA, and in the same locality. The program shall consist of Society business, the presentation of scientific papers, and the discussion of professional matters in the field of industrial and organizational psychology. The Society shall coordinate its program with, and participate in, the program of other divisions of the APA.

2. A quorum for the transaction of business shall consist of not less than one tenth of the voting Members of the Society.

3. On all matters calling for action by the membership of the Society, each Member shall have one vote, and no voting by proxy shall be allowed. Associate Members may not vote, as provided by Article II, Section 4.

ARTICLE VII - COMMITTEES

1. The standing committees of the Society shall consist of the following: Fellowship, Membership, Election, Program, External Affairs, Scientific Affairs, Professional Affairs, Education and Training, Newsletter, Continuing Education and Workshop, Committee on Committees, and such ad hoc committees as may be established by vote of the members or by the Executive Committee.

2. Members of standing committees shall consist of three or more persons appointed by the President, with the advice and consent of the Executive Committee. The President will appoint the Chair. The Election Committee shall consist of the immediate Past President, the President and the President-Elect, who will serve as Chair. Members of the Fellowship Committee must be Fellows of the Society.

3. The Fellowship Committee shall carry out the functions described in Article II relating to Fellows.

4. The Membership Committee shall carry out the functions described in Article II relating to Members and Associates.

5. The Election Committee shall carry out the functions described in Article V.

6. The Program Committee shall prepare the program of the annual meeting in coordination with the Program Committee of the APA, and shall seek the advice of standing committees and of the Membership in planning the program.

7. The Committee on External Affairs shall promote the interests of the Society and its members by developing contacts with business and industry, academic institutions, professional groups, public agencies and governmental units, labor units, other organizations and the public in general. These contacts should serve to publicize the efforts and activities of Industrial/Organizational psychologists as they relate to various groups and organizations. Secondly, the Committee on External Affairs shall identify and publicize to its members the research and consulting needs of various governmental agencies and public-issue-oriented groups and organizations so that the Society can exercise its responsibility in the solution of important national/social problems.

8. The Committee on Scientific Affairs shall be concerned with all aspects of industrial and organizational psychology as a science. Its activities shall be designed to encourage, promote, and facilitate greater contributions of a scientific or technical nature by Society members.

9. The Committee on Professional Affairs shall promote the interest of the Society and its members by concerning itself with matters of professional practices, ethics and state and national legislation. Specifically, the Committee on Professional Affairs shall concern itself with information gathering for the purpose of making general recommendations to the Society and to the APA.

10. The Education and Training Committee shall (a) be responsible for monitoring the state of graduate education in I/O Psychology, (b) encourage and promote the development of the scientific and practitioner skills of the Society's prospective members, (c) prepare and periodically revise Guidelines for Education of I/O Psychology Doctoral Students, (d) contribute to and collaborate with the APA's Education and Training Board in matters related to the function of the committee.

11. The Newsletter Committee shall prepare, under the direction of the Newsletter Editor, for publication and distribution to the membership, the official newsletter of the Society, *The Industrial and Organizational Psychologist.*

12. The Continuing Education and Workshop Committee shall (a) encourage and promote improvements of the scientific and professional skills of the Society's members, (b) evaluate training needs of the members, (c) prepare and conduct an Annual Workshop in I/O Psychology in conjunction with the APA Convention, and such regional or other workshops or activities as the Executive Committee may approve, (d) take action to approve or disapprove applications to the Society to certify continuing education (CE) programs in I/O Psychology, (e) carry out all functions necessary to remain an APA-approved sponsor of CE activities.

13. The Committee on Committees shall recommend appointments to all other standing committees to the incoming President. The Committee shall be appointed by the President-elect, and shall make a special effort to see that each year some members of the Society who have not served frequently in the past are appointed to standing committees.

14. The authorization or reauthorization for each standng committee of the Society for Industrial/Organizational Psychology (with the exception of the Long Range Planning Committee) will be for a maximum period of five years. Continuation of a standing committee after five years will require reauthorization by a majority vote of the Executive Committee.

15. The authorization or reauthorization for each Ad Hoc committee of the Society for Industrial/Organizational Psychology will be for a maximum period of two years. Continuation of an Ad Hoc committee after two years will require reauthorization by a majority vote of the Executive Committee.

ARTICLE VIII - DUES

1. The minimum membership dues are one dollar per year for each Member, payable to the Society by the APA out of the annual membership subscription to the APA.

2. Changes in annual dues and assessments may be recommended by the Executive Committee and shall be decided by a majority vote of the Members present and voting at any annual meeting.

3. In accordance with the American Psychological Association's rules for divisional membership, non-payment of dues shall be considered equivalent to resignation from the Society.

ARTICLE IX - AMENDMENTS

The Society, by vote of two-thirds of the Members present at any annual meeting, or by a majority vote of the Members of the Society voting on a mail ballot, may adopt such amendments to these Bylaws as have been (a) read at the preceding annual meeting, or (b) mailed to the last known post office address of each member at least two months prior to vote, or (c) published in an official journal of the APA at least two months prior to vote.

ARTICLE X

VOTING UPON SHARES OF OTHER CORPORATIONS

Unless otherwise voted by the Executive Committee, the President shall have full power and authority on behalf of the Society to vote either in person or by proxy at any meeting of shareholders of any corporation in which this Society may hold shares, and at any such meeting may possess and exercise all of the rights and powers incident to the ownership of such shares which, as the owner thereof, this Society might have possessed and exercised if present. The Executive Committee may confer like powers on any other person and may revoke any such powers as granted at its pleasure.

ARTICLE XI - FISCAL YEAR

The fiscal year of the Society shall end on August 31.

ARTICLE XII

PROHIBITION AGAINST SHARING IN SOCIETY EARNINGS

1. No member or officer or person connected with the Society, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Society, provided that this shall not prevent payment to any such person of such reasonable compensation for services rendered to or for the Society in effecting any of its purposes as shall be fixed by the Executive Committee; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Society. All members of the Society shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Society, whether voluntary or involuntary, the assets of the Society, after all debts have been satisfied, then remaining in the hands of the Executive Committee shall be distributed, transferred, conveyed, delivered and paid over in such amounts as the Executive Committee may determine or may be determined by a court of competent jurisdiction upon application of the Executive Committee, exclusively to an organization organized and operated exclusively for scientific and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended.

2. Notwithstanding any other provisions of these Bylaws, no member, officer, employee, or representative of this Society shall take any action or carry on any activity by or on behalf of this Society not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of such Code as they now exist or as they may hereafter be amended.

ARTICLE XIII - INVESTMENTS

The Society shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to reinvest any funds held by it, according to the judgment of the Executive Committee, without being restricted for class of investments which a trustee is or may hereafter be permitted by law to make or any similar restriction, provided, however, that no action shall be taken by or on behalf of the Society if such action is a prohibited transaction or results in the denial of the tax exemption under Sections 503 or 507 of the Internal Revenue Code of 1954, as amended, or as it may hereafter be amended.

ARTICLE XIV - SEAL

The seal of the Society shall be circular in form, bearing its name, the words District of Columbia, and the year of its incorporation. The Secretary-Treasurer shall have custody of the seal and may affix it (as may any other officer if authorized by the Executive Committee), to any instrument requiring the Society seal.

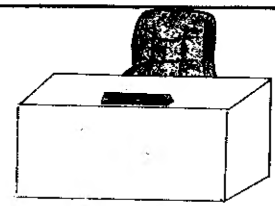
PRINCIPLES FOR THE VALIDATION AND USE OF PERSONNEL SELECTION PROCEDURES

SECOND EDITION

Division 14's Executive Committee has adopted the *Principles for the Validation and Use of Personnel Selection Procedures (second edition)* as the official statement of the Division concerning procedures for validation research and personnel selection. Bill Owens and Mary Tenopyr were co-chairs responsible for this edition; an advisory panel of 24 experts participated in the revising and updating of the 1975 Principles. The purpose of this new edition is to specify principles of good practice in the choice, development, and evaluation of personnel selection procedures.

Copies can be obtained from **Virginia R. Boehm, Assessment and Development Associates, 12900 Lake Avenue - Suite 824, Lakewood, OH 44107.** The price schedule is: $4.00 each for 1-9 copies, $2.50 each for 10-49 copies, and $2.00 each for 50 copies and up.

Positions Available



Ed Adams

1) Industrial/Organizational Psychologist. Western Kentucky University is seeking candidate with Personnel Psychology orientation and good quantitative skills. Doctorate required to teach and direct master's students in I/O and related undergraduate courses. Temporary position for Spring, 1983; Tenure-track position pending approval for Fall, 1983. Available January 15, 1983 or August 15, 1983. Rank and salary dependent upon qualifications and experience. Send resume, transcripts, three letters of recommendation, and copies of publications or manuscripts to **Psychology Search, Office of Academic Affairs, Western Kentucky University, Bowling Green, KY 42101.** An Affirmative Action/Equal Opportunity Employer.

ADVERTISE IN TIP

The Industrial-Organizational Psychologist is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 2300 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 3000 copies per issue.

Advertising may be purchased in **TIP** in units as large as two pages and as small as a half page spread. In addition, **"Position Available"** ads can be obtained at a charge of $30.00 per position. For information or placement of ads, write to **Ed Adams, Business Manager, TIP, P.O. Box 292, Middlebush, NJ 08873.**

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